THE SPECIALIZED TRAINING OF MISSIONARIES

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The Board of Missionary Preparation for North America was created in 1911 by the Foreign Missions Conference of North America to make a thorough study of the many problems involved in adequate preparation for foreign missionary service in all fields. It consists at present of thirty-six members, soon to be enlarged to forty-eight, representing Boards of Foreign Missions, general as well as candidate secretaries, professors in theological seminaries and in special schools and departments for missionary training, and others whose study of the missionary enterprise or of educational methods especially qualifies them to advise.

The Board has issued reports of its annual meetings and of conferences on special problems of preparation. It also issues several series of pamphlets, carefully revised at intervals, on the many phases of missionary preparation. These pamphlets are widely used by Boards for the information of their foreign missionary candidates. It is believed that they meet adequately for the first time the needs of such candidates for suggestions which may help them to make the wisest use of their opportunities during their college and professional study. One series renders the same sort of helpful guidance to the young missionary on the field during the first term of service and in anticipation of the first furlough.

The Board holds from time to time conferences at which those who are responsible as administrators or as educators for the promotion of proper policies in missionary preparation are brought together with missionaries of experience and with specialists to unite in their formulation.

The Board also employs a Director who gives his entire time to correlating and extending its activities. Candidate secretaries of Foreign Mission Boards, teachers in schools which train missionary candidates, and others interested in special problems of missionary training are invited to correspond with him at the office of the Board of Missionary Preparation, 25 Madison Avenue, New York City.

THE SPECIALIZED TRAINING OF MISSIONARIES

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PREFACE

At a meeting of the Executive Committee of the Board of Missionary Preparation, held on June 7, 1917, it was decided to appoint a committee to investigate the need for the special training of missionaries along lines other than those of the usual theological and medical training.

This committee began its work by preparing a statement regarding specialized training for missionaries along the lines indicated which summed up the main features of the situation, outlined the principal difficulties that had been met in previous attempts to deal with it, and made some constructive suggestions. This statement met with almost unanimous approval and has been incorporated in substance in this report. A questionnaire was also prepared and sent with the statement to a list of about four hundred and fifty missionaries selected by the leading Boards of North America, as well as to Board secretaries and to a few others. One hundred and sixty-seven replies were received, about one hundred and fifty of them from missionaries. The latter constituted so representative a list that it may be fairly asserted that their opinions reflected the sober judgment of the entire missionary force. Fourteen replies were from Board secretaries, a few other secretaries stating that they had no further suggestions to make; five replies were from bishops; two more came from those who were practically field bishops in non-Episcopal churches; forty-four were from men and three from women in evangelistic or general work; fifty-nine were from men and twenty-eight from women in educational activity; while four were from those in industrial and two from those in kindergarten work; four were from medical workers; two fell under none of these classifications.

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THE SPECIALIZED TRAINING OF MISSIONARIES ALONG LINES OTHER THAN THOSE OF THE USUAL THEOLOGICAL AND MEDICAL TRAINING

I. Introductory

1. *The Meaning of Specialization as Used in This Report*

According to a broad definition of specialization, every missionary is a specialist who through study and practice has attained such proficiency in some form of missionary activity as to be able to lead constructively in that activity. The problem discussed in this report must be stated somewhat more narrowly. *Admitting the primary importance of evangelistic work in the missionary enterprise, and the generally recognized desirability of special training in theology and medicine, to what extent do we need missionaries who through special training have attained proficiency and ability to lead constructively along other than these two lines?* Any absence of reference to the more usual forms of missionary work is to be explained by the fact that the report confines itself to phases of special training that are in debate.

It must further be kept in mind that specialization and special training are rather elastic terms which have different meanings at different stages of education and are manifestly used by many correspondents in different senses. Many of the objections raised to special training seem to refer to only one of these senses and not to be equally valid against others.

In the first place, all training which imparts specific skill is in a sense special training. A skilled laborer or artisan is a specially trained worker, although he would not be called a specialist. Trained printers, bookkeepers, business managers, or architects, while extremely useful in promoting

efficiency and in the relief of missionaries from burdensome tasks, have sometimes had insufficient general training to enable them to take effective part in evangelistic work or to exert a large influence in a mission. For the sake of clearness, this type of specialization may be called "special skill," and those whose training consists mainly or exclusively of this type, "skilled helpers."

College training is said to be specialized when it is grouped around some major subject, but again the word specialist is hardly in place. The yet greater concentration of most postgraduate work is surely specialization compared with collegiate experience, but it does not earn the title of specialist unless it has resulted in very specific and advanced mastery. This type of training might be called "college" or "university" specialization.

Thirdly, we often recognize a distinctively professional training, hitherto not largely represented on the foreign field outside of theology or medicine by work of postgraduate grade. Professional standards for teachers, nurses, social science workers, and other types needed on the foreign field, are yet to be definitely established. In practice they have been much less exacting than the standards enforced for ordained and medical men.

Finally, there is a professional "specialization" as opposed to the more general training in medicine, theology, education, or other fields. In our modern, complex life the word "specialist" conveys to many minds the idea of the worker who, for the sake of very intensive study, has concentrated on a very restricted field.

It is obvious that while each of these four types may be termed special training, or even specialization, many considerations that are perfectly valid for one or more may not be so for the others. In discussing the need of missionaries with special training on the foreign field, therefore, we must remember that many factors enter into the problem. Con-

ditions in fields differ widely, so that what is true for one area is not at all true for another. The great metropolitan centers of the non-Christian world are by many stages more advanced in development than some of the remote country districts. The pioneer worker will find special training useful, but he must usually combine several types. Where larger groups of missionaries are associated it is more economical to set aside certain individuals for specialized activity.

The value of special training will depend largely on the basis upon which it rests, on the breadth of its relationships, and on the personal qualities of the man receiving it. Skilled helpers, such as printers or stenographers, who go to assist others, may not require college degrees; but for the other types of specialization a broad basis of liberal culture is even more important on the mission field than at home. The subjects studied for mastery should have many human relationships and practical applications. Fine personal qualities, such as a genuine missionary spirit, ready adaptability, general efficiency, and skill in leadership are quite essential. The desirableness of special training has often been obscured by these other factors. Such training has been adjudged as worthless, when the real trouble was that some particular type of training was ill chosen or was associated with personal characteristics that would have wrecked any missionary career. No sane thinker claims that specialization is a universal solvent of difficulties. Special training is only one factor in efficiency, although an important one. Fields that may be quite ready for one of these grades of specialization may not yet present a demand for others. The real question is what sort of special training, administered to the right sort of men and women, will make for the maximum of efficiency.

A second possible occasion for confusion lies in uncertainty as to the breadth of the individual specialist. To some

persons the word "specialization" suggests mainly something positive—what a man does know, efficiency in some particular line which may range from artisan skill to a highly technical mastery of the best ideas and processes that frees one from the necessity of muddling along by a trial and error method—all this whether the specialty constitutes the whole of the worker's equipment or only a small fraction of it. To others the term "specialization" calls up mainly something negative—a concentration to the exclusion of other activities on a limited field. For such specialists—workers with only one line of efficiency—there is, undoubtedly, a very slight demand from mission fields that are understaffed. It should always be clear in each instance just how far an objection to specialization is based on the assumption that a specialist is good for nothing else.

In the third place, there is an unfortunate tendency to set special training over against native ability, as if there were any necessary opposition between the two. When an individual has no specialty, his native ability may be more obvious; but it does not follow that the possession of ability renders training undesirable. In cases where training seems to have destroyed originality and spontaneousness, these qualities were probably lacking in the first place. An untrained man, who by sheer native gifts succeeds better in some line than others who have had training, would probably have surpassed them still more if he had enjoyed their advantages. The real point at issue is not which we would prefer, ability or training, although some seem to take this viewpoint. It may be open to discussion whether or not Boards should sometimes accept special training in candidates as a substitute for native ability, whether or not certain types of special training have the effect of narrowing the worker's interests, whether or not persons of high grade may dispense with certain forms of special training. Without question, many kinds of efficient specialization on the

field are quite impossible without special training at home, while other kinds are mastered on the field only by a disproportionate expenditure of time and energy. In any event, no one contends for special training except as based upon an adequate amount of native ability.

As occasionally used, specialization is a relative term. In former days the missionary with a general college education was, as compared with the great mass of Orientals that he met, an advanced specialist in many lines. He could astonish them by elementary experiments in chemistry or physics, could pose as an oracle on the subject of the outside world, and on his own ground could put to shame their most learned men. He owed much of his influence to this fact. The question as it presents itself today is, therefore, not whether special training shall be introduced as a new factor in the missionary enterprise, but whether the missionary forces under existing conditions shall gradually cease to be leaders of non-Christian society in subjects other than theology or medicine.

II. The Situation Confronted by Mission Boards and Candidates

1. *The Trend Toward Specialization in the Past*

The modern missionary enterprise began as an undertaking of the pioneer type, requiring adaptation to strange and unforeseen conditions at a time when specialized academic training in the home lands was in a very elementary stage of development. The men who volunteered for such a work, expecting to be thrown on their own resources far from their base of supplies, were apt to be self-reliant and individualistic in nature and not of the temperament that we associate with a specialist. Yet even in those days the great leaders had decidedly specialized training. Carey in his cob-

bler shop laid the foundations that made him one of the most learned linguists of his age and secured his election in later life to several scientific societies in London. His usefulness on the field was greatly increased by the fact that the two other members of the famous Serampore triad were both specialists, Marshman in the educational methods of the day, and Ward as a printer. The general training received by many candidates today would have been a poor substitute for that which these three men possessed. Robert Morrison supplemented his course in a missionary training college by work in London hospitals and at an astronomical observatory. His patient study of a Chinese manuscript in the British Museum made him later in life the official translator of the East India Company, and the author, under its patronage, of a monumental Chinese dictionary. Alexander Duff, although first student of his class at St. Andrew's, not only made before sailing a study of the pedagogical methods of David Stow and an inspection of the first teacher training school of Scotland, but spent a large part of the leisure of his first four-year stay at home in a study of all educational improvements in schools and colleges made during his absence in India. "David Livingstone," says Blaikie, "devoted himself with special ardor to medical and scientific study," and on the voyage out frequently sat up late at night with the captain of the ship to learn how to take lunar observations. The accuracy of this specialized preparation gave him an opportunity that would otherwise have been impossible. Alexander Mackay held an expert position as an engineer in Berlin when he offered his services to the Church Missionary Society for Central Africa. A monograph might well be prepared on the contributions of specialized training to the missionary enterprise.

While missionary Societies from the earliest days have sent out teachers, printers, and even artisans, the first form of special training to become standardized was naturally the

theological, and this is still recommended to a large majority of men candidates. Some training along this line, though not always necessarily in a special school, should form a part of the preparation of every missionary. Later a thorough training was also recognized as necessary for those who take up medical work. The standards of specialized training in other lines are in general both less definite and less exacting. The present situation at home and on the foreign field seems to render desirable an investigation of the needs and conditions of effective specialization along lines other than those of the usual theological and medical training.

2. *The Situation as it Exists Today*

(a) *The Tendency toward Specialization of Knowledge Along Every Line.*—A striking feature of late in regard to all forms of work and the education leading to them is their increasing specialization. Knowledge has multiplied out of all comparison with other periods in the world's history. During the past century experimental science has acquired undreamed of insight into the properties of matter and methods for its control. The massing of population in the great cities and the development of communication have resulted in a society of an altogether new type of complexity. Social needs have stimulated investigation and investigation has hastened development. The mere bulk of accumulated knowledge has made selection increasingly necessary. Mere common-sense will not carry a man as far as it once would. Moreover, as our social system grows in complexity the positions holding out employment are steadily demanding some specialized training.

The result is that the college curriculum today is much more detailed and specialized than that of a generation ago. Where a school professor offered three or four general courses, we have now a group of professors and instructors

whose electives cover pages of the catalog. Thirty years ago most students received an education heavily ballasted with classics and mathematics, together with brief courses introductory to a dozen or more of the principal fields of knowledge. Such a training did not tend to develop specialized tastes. The sons and daughters of those students are in most cases now advised or even compelled to group their electives, and are therefore much more likely to acquire interest in the more advanced phases of their subjects.

The earlier type of education found support in the theory that the best instruments for training were the so-called disciplinary subjects, which consequently filled a large part of the curriculum. This theory has been severely attacked. Even if friends of the traditional subjects have shown that some of the charges against them are exaggerated, it must be admitted that on the whole they have lost ground and that claims once made for them are considerably discredited. The trend today is toward subjects that have a specific bearing on the needs of life. Increasing pressure is being put on education to make it contribute to all types of efficiency.

(b) *The Reflection of This Tendency in the Training of Candidates.*—We must expect to find these tendencies reflected in the character of the training of the candidates who offer themselves to missionary Boards. A very much larger proportion than formerly are passing through institutions whose curricula are of this more specialized type. They need to choose between various electives, and are sometimes asking for advice. Probably a majority of these candidates make their decisions late, or delay their applications until near the close of their courses, when they have already received an education in some cases quite specialized.

It must be recognized that this kind of education attracts some of the best types of young people. They are deeply interested by their chosen subjects and desire to devote their special abilities and training to the missionary enterprise.

They are strongly attracted by proposals for concrete types of service and sometimes will not volunteer for general work for which they feel themselves not so well fitted. They may consider that the training they have, apparently in some cases providentially, received, constitutes an element in determining whether they are called to the mission field. Inability on the part of a Board to utilize such training may be regarded as an indication to turn elsewhere. When we remember that Mackay of Uganda was aroused by the appeal of the Church Missionary Society for a worker with engineering ability, we shall do well not to disparage the motives of these young people, but seek to make it possible to take advantage of their services.

(c) *The Similar Tendency toward Specialization in the non-Christian World.*—In the non-Christian world this tendency toward specialization is not yet nearly so marked. But while conditions vary greatly in different places, the drift is fairly in this direction. Modern efficiency is seen everywhere to depend upon a thorough mastery of definite lines of study, hence Oriental students are coming to America and Europe with the purpose of securing specialized training. These students on their return will gradually create a different atmosphere for the missionary enterprise. The old traditions are passing away in every land and a new social order is building up, which appreciates the more specialized products of the West. As mentioned above, the missionary with a college education was formerly far ahead of any natives he was likely to meet. This in many fields is no longer the case. In Japan in particular the leading Christian scholars are by no means all missionaries. It follows that the missionary who would retain for the Christian enterprise a real leadership in competition with the developing standards of efficiency along many lines must have a more specific and thorough training than the majority of those who have gone out in the past.

(d) *The Greatly Increasing Demand of the Missionary Enterprise for Specialization.*—As the work of foreign missions continues to grow, it is natural that it should become more specialized. In this it will only follow the course of events all over the world. Efficiency in organization means distribution of functions. In the early days of missions the individual in most cases needed to be a self-sufficing unit. He expected to be alone much of the time and to be thrown entirely on his own resources. The ideal training was that which fitted him for all emergencies. Later on, when missionaries became associated in groups, the station became the natural unit of efficient administration. Differentiated training became desirable. It seemed unnecessary, for instance, that every missionary should spend years in the study of Hebrew and Greek, if, in consequence, other important lines of training had to be neglected. A few scholarly theologians could meet the real needs of each mission, while others became educators or medical men. In the modern era of mission organization, when dozens or scores of missionaries are often found in a single city, and where their Boards heartily unite in supporting large institutions, specialization may wisely be carried yet further. Under such conditions workers with special training may well be set free to study some of the great common missionary problems, communicating their conclusions to those who have not had the time nor the preparation required for such investigations. It is manifestly desirable that specialists of this type should be laboring on behalf of the entire body of missionaries in a district area, working with the approval of all on specific tasks of common interest. In sections where this stage of development has not been reached such a policy is obviously impracticable; but even under such circumstances missionaries in the past have rendered good service by bringing to bear some form of special experience on particular problems.

Quite apart from the organization and management of missionary work, there is increased need for specialization on the field. The missionary enterprise is touching life at many more points than in early days. Then its main concern was to detach individuals from a society which showed itself hostile and impervious to influence. Now in many places non-Christian society is willing and even desirous to learn. Missionaries have an opportunity to help in the solution of social and economic problems from which they were formerly barred. Types of training that would have found no exercise fifty years ago, even if they had been available, now have ample opportunity. Masses of people have gotten over their suspicion of Western ways and are glad to take advantage of its specialized knowledge and skill.

It may be noted as an exception to this statement that men like Verbeck in Japan, Duff in India, and Martin in China were able powerfully to influence government administration or education. But this was surely due to the fact that their training qualified them to give competent advice on special subjects. In view of standards which are increasingly professional and technical, missionaries can no longer hope to exert a similar influence unless their training is of the most thorough kind.

In the third place, the constituency with which missionaries work is changing in character. At first, not many wise, not many mighty, were called, and much of the feeding was with milk rather than with meat. Today there is far greater access to the educated classes, some of whom are distinctly up to date in their ideas. These natural leaders will demand a more advanced and detailed training and a more able leadership, both native and foreign, than that which satisfied most of the early type of converts. Moreover, much of the routine work once done by missionaries can now be turned over to national workers. For all these

reasons a missionary leader of the future needs to have the most efficient type of training.

It is not to be denied that an absolutely indispensable part of the training of any first-rate missionary is acquired only in doing the actual work of his field. On the other hand, there is a great and growing need for capacities that cannot be picked up in this way. The suggestion that some portion of the training of the medical or educational missionary may profitably be gained in the hospitals or the teacher training schools of India or the Far East is not an argument against special training, but the contrary. The value of such experience would depend largely upon the standards of the hospitals or schools. Speaking generally, the facilities for attaining the specialization needed on the mission field will be far better at the home base for many years to come.

3. *The Demands created by this Situation*

The situation is evidently one which calls for careful consideration and adjustment by missions, Boards and missionary candidates. If both the demands for specialized training on the field and the supply of it at the home base must inevitably increase, it is sheer waste to neglect measures that will help the latter to minister most effectively to the former. The missions must study their needs, frame policies, and make these known to the Boards as long as possible in advance, must devise administrative methods for utilizing special training to the best advantage, and think their way around the obvious difficulties presented. The Boards must take more seriously their responsibilities for meeting the rising standards of preparation required by the field and for making the best use of the talents of those who offer themselves. They must come into closer touch with both by the study of the field and a wiser supervision of the training of candidates. They must work toward methods

for the better selection and placing of specialized workers. They must give more thought to supplementary missionary training during furloughs. Candidates for service in the foreign field should be given, as early as may be practicable, an idea of the demands of their probable field for special service, in order that they may shape their college and professional training with a view to becoming fitted at some time for the form of such service which strongly appeals to them. Such a program as the above will assuredly strike some well-known snags and discover some new ones. But it nevertheless seems impossible to delay the dredging of this channel any longer.

III. The Situation as Outlined by Direct Testimony from the Mission Field

The court of last resort on questions relating to efficiency in the mission field must be the field itself. The following presentation aims to bring out with clearness the current judgments of our missionaries regarding questions of specialization, submitted to them in the questionnaire to which reference is made in the preface.

1. *Statements Regarding the Need for Specialization on the Field*

Question 1. Are there in your field any opportunities for promoting the missionary enterprise of which you are unable to take advantage on account of lack of workers with sufficiently specialized training? Give specifications.

Question 2. What types of special training are most needed in your field?

One hundred and forty-three correspondents furnished six hundred and sixty-seven separate specifications in answer to these two questions and under the head of "additional comments." Of the remaining correspondents five denied

the need of workers with special training, and three ignored these questions. Those who replied to question one furnished three hundred and fifty-seven specifications. Question two, which was somewhat broader in scope, was not answered separately by a number of correspondents, who evidently did not discriminate between the questions. It, with the final request for general comments, drew out three hundred and ten additional items not included by the same correspondents under question one. The answers to question one naturally tended to present more specific needs, while those to question two were more general in character. A need mentioned under question one was apt to be one more acutely felt; a need mentioned under question two was one that was already more or less efficiently met.

The complete table is as follows. Items mentioned in reply to the first question are not repeated in the tabulation under question two. A few of the specifications may not have been correctly interpreted.

Educational

Types of Trained Workers Asked for	Under Question 1	Under Question 2	Totals
Industrial	42	23	65
General	31	24	55
Agricultural	34	15	49
Kindergarten	29	14	43
Normal	16	18	34
College	4	16	20
Secondary	5	12	17
Theological	5	10	15
Supervision	9	4	13
Primary	5	6	11
Religious	1	10	11
Technical	4		4
Educational Administration	2	1	3
Training of Bible Women	1	1	2
University Extension	2		2
Total Educational	190	154	344

Teaching of Science	10	9	19
English	9	4	13
Domestic Science	10	3	13
Music	10	2	12
Commerce	8	1	9
Manual Training	3	4	7
Physical Training	2	1	3
History	1		1
Civics		1	1
Sociology		1	1
Totals	53—243	26—180	79—423

Medical

Types of Trained Workers Asked for	Under Question 1	Under Question 2	Totals
General	15	17	32
Doctors	5	10	15
Nurses	5	10	15
Dentists		3	3
Opticians		1	1
Alienists	1		1
Medical School		1	1
Totals	26	42	68

Evangelistic

Sunday-school	4	6	10
Non-Christian Religions and Philosophies	4	6	10
Work with Educated Class	5		5
Bookkeeping	1	4	5
Bible Teaching	3	1	4
Music		3	3
Sociology	1	1	2
City Work	2		2
Arabic Language	2		2
Phonetics		1	1
Sanitation		1	1
Normal Training		1	1
General Business		1	1
Totals	22	25	54

Social Service

Types of Trained Workers Asked for	Under Question 1	Under Question 2	Totals
General Training	24	8	32
Y. M. C. A. and Y. W. C. A.	9	4	13
Institutional Church	6	1	7
Sociological		5	5
Boy Scout Work		1	1
Totals	39	19	58

Miscellaneous

Business Training	4	15	19
Architects	7	8	15
Vernacular Literature	7	3	10
Bookkeepers	1	8	9
Printers	4	4	8
Technical	2	1	3
Stenographers	1	2	3
Journalists		1	1
Statisticians	1		1
International Law		1	1
Totals	27	43	70

Note that four hundred and twenty-three replies, sixty-three per cent of the whole, relate to education, with twenty-five separate heads, ten of these relating to the teaching of special subjects. Sixty-eight replies relate to medicine, but only forty-seven to evangelism, since these are evidently not regarded by many correspondents as included in the scope of the questionnaire. Fifty-eight replies are listed under social service and seventy under the head of miscellaneous, relating mostly to business and technical training. None of the headings except education has as much as eleven per cent of the replies.

Fair inferences from the data would seem to be as follows: since less than fifty-six per cent of the correspondents are in educational work and over sixty-three per cent of the

specifications as to needs fall under the head of education, it is likely that education presents the greatest opening on the foreign field for specialized workers. In education and social service the specifications under question one are more numerous than the more general statements under question two, indicating that the lack of training along these lines is felt to be more serious. Under the three other heads the reverse is true.

It must be kept in mind that the correspondents represent a very wide range of fields and circumstances. We should naturally expect their replies to be very diverse. Any marked convergence of specifications should therefore attract our earnest attention as probably indicating an acute need for the mission field as a whole. The demand for industrial education, mentioned by nearly one-half of our correspondents, and constituting almost one-tenth of the total specifications, is therefore very striking. Not far behind comes agricultural training, the two together amounting to over one-fourth of all the educational demands. Whether all our correspondents recognize the difficulties of these forms of education may well be doubted, but they present an issue that should command much greater thought than it has hitherto received from Boards. It would probably be an excellent policy for Boards to make much larger provision for attacking this problem, both by sending out missionaries with practical experience along these lines and by securing the advice of a few leading experts on the larger aspects of the question. There are few forms of education in which it is so easy to go astray for lack of a thorough knowledge of local conditions.

The number of suggestions of the need of general educational training is highly significant. Many of the correspondents specify that educational leaders are needed. The need for normal training stands fifth, but this is probably an underestimation of the real importance of this need.

Especially under industrial, agricultural and kindergarten training, the demands under question one are considerably in excess of those under question two, indicating that along these lines there is consciousness of a failure to take advantage of actual opportunities. All this means that in education the demand for missionaries with special training is considerably ahead of the supply. Boards should make it understood that such workers are needed, and should see that the training received is thorough and practical.

There is evidently a continual pressure of need for medical workers, but the present investigation was not well adapted to secure adequate information on this subject. The requests listed under evangelism relate partly to special forms of Christian work and partly to other desirable forms of training for evangelistic workers. Evidently many evangelistic workers find their own training too little specialized. A large majority of the specifications for social service are under question one, indicating that opportunities are actually being missed for lack of this training.

As a whole the table is worth study. It indicates that the following types of specialization are necessary:

1. Skill in such practical matters as printing, building, bookkeeping, nursing, business management, etc., which in some cases may demand the entire time of workers and in others constitute part time employments of regular missionaries.

2. Sufficient concentration in undergraduate or graduate work or in special schools on such subjects as industrial and agricultural work, kindergarten training, religious education, social service, secretarial service in the Young Men's and Young Women's Christian Associations, sociology, science, English, commerce, domestic science, music, etc., as will prepare for teaching these subjects on the field, or will fit students for practical service.

3. More strictly professional work in medicine and in

various types of educational preparation as well as in some of the branches mentioned under the previous head.

4. A few specialists in the narrower sense of the word to teach in higher educational institutions and serve on the staffs of the better-equipped hospitals.

Note that all four of the types of training indicated above on pages 16-18 are actually called for by our correspondents. The conference at New York brought out confirmatory testimony on this subject. Experienced missionaries, asked to state the forms of special training in their opinion needed on the field, mentioned nearly all of those in the preceding table, and, in addition, urged the need of physical work direction, public health education, education for defectives, and village church work.

The missionary enterprise will miss important opportunities, if it fails to enlist workers with sufficient training along such lines as these, and to so organize its field administration that their special abilities may be utilized.

A number of typical quotations in answer to the questionnaire follow:

(a) *Disapproving Specialization.*

"Very few such opportunities and for every one such there are a score of opportunities lost which could be utilized by regularly trained workers. . . . To my mind, the overwhelming need of all the mission fields, such as China, Japan, and Korea, is a force of workers for the regular lines of evangelization."

"These cocksure, 'perfect' Western standards, born out of ignorance and the inadaptability of the younger specialized educators, some of them, and tried on here would make a man of any experience sick at heart. It is hard enough to lead the Chinese on slowly to higher standards in education and all else without antagonizing them and arousing their prejudices by the unworkable, cocksure, 'perfect,' up-to-date methods of specialists. . . . We are here to build up a spiritual, indigenous church. We cannot get it by ignoring conditions or by developing the technique of pedagogy or medicine or anything else."

"As far as I can see, Japan does not need specialists except in the-

ology, education, and sociology. Everything else is abundantly provided for by the Japanese themselves in their schools."

(b) *Approving Specialization.*

"Looking at the future, a missionary's usefulness in Japan will be largely determined by his or her ability to render service in some particular line."

"I am heartily in favor of specialized training, especially for missionaries to Japan. It gives a man confidence and it brings with it a certain amount of influence which a man with only general training does not have."

"Japan is fast becoming a nation of specialists and it is as important that the missionary know his task thoroughly and well if he is to succeed in the estimate of his people as it is for him to know his work well in America."

"(a) In this city missionaries have failed to develop strong, well-organized churches. The custom seems to be to open little preaching places with inferior Japanese colleagues, to bring these up to the place where they achieve a precarious independence, and then turn struggling infant churches over to second or third rate Japanese pastors; and again go out and repeat the performance. The result is a lot of wobbling, so-called independent churches, and only one or two really strong, efficient organizations. If missionaries were well trained in *church administration* they could not be content to repeat systematically these experiments.

"(b) The securing and training of strong Japanese Christian workers. There is a lack here, both of the desire to secure and the *ability to train strong pastors* and other workers. I do not see that young missionaries have special training for this, the most important work in the Empire of Japan.

"(c) Bible study is not developed, due to lack of *training in methods of Bible teaching.*"

"There is very great need of special missionary training for district (evangelistic) missionaries in *sociology, anthropology, primitive religion,* etc. Their work simply bristles with problems which require for their right solution great insight and sympathy."

"Government inspectors and inspectresses (in India) are impatient with missions who place untrained teachers over their schools. The B.A. degree is not enough. They demand a *knowledge of the latest educational methods* and a high standard of teaching. Many a mission school is given only a low grant from the Government because of its

old-fashioned teaching methods, due largely to the ignorance along educational lines of its principal. All missionaries should have some *training in religious education* for practically every missionary is put in charge of Sunday-schools."

"I feel that none of our schools are conducted as they should be. I thought this was true only of primary schools, but I find it almost equally so of secondary schools."

"I myself have had to do almost every kind of mission work, with no very special training for any of it. . . . I am fully convinced that I have had to do too many kinds of work to do any one well. Send us young men and women with the very best training, each one with special training for some special phase of work, and we will see to it that they shall have a fair chance. It is the specialist's day and our mission work is no exception."

"The fact is that in Japan and China a man must be well up in his work now, and there is a growing demand for evangelistic missionaries as well as school men thoroughly acquainted with the subject and thought of their work if they are to hold the respect of the educated classes. For instance, in Ningpo we are getting young college men, with additional theological training for three years. These men are becoming pastors of our churches. If the missionary is not *alert to modern thought* he loses his influence with such men, and if he does not feel that the situation demands his own constant improvement he might just as well stay in America. The fact is that when our colleges and theological and medical schools are through with educating young men, the latter come back to work with and often to be directed by the missionary. For this reason the evangelist should be able to meet them intelligently and lead them on to further study."

"In general the day of the specially trained man for the special task has come, but the old idea that an American B. A., plus three years of theological seminary training, is equal to anything, dies hard; is very much alive in many missions today."

"The opportunities are so many and so varied that it is difficult to particularize. Our Chinese society is a seething mass of people who have largely thrown over their old traditions and restraints and are looking for any possible means of satisfying the common needs of life. Native specialization has scarcely begun. . . . The next two or three decades will surely see an entirely reorganized society, with all forms of modern specialization. It would be difficult to conceive of a greater opportunity than our missions have of taking the leadership in any

line of specialization for which we are able to prepare. Our situation leads most naturally to educational specialization for mission workers."

"I think many educational opportunities in China are lost because of lack of workers with sufficiently specialized training in that line. The same thing is true of the *social application of Christianity to industrial, economic, and political conditions.* Lack of training and knowledge of what is being done in the West prevent us from seeing what might be done."

"Our mission schools might take the lead in the educational world of Japan again, as they once did, if missionaries with *large educational vision and equipment,* people who have the ability to pioneer in the educational field and not merely supplicate for Government recognition by copying Government standards, were at the head of our institutions. We need educational thinkers who can take a share in popular educational literature and make their influence felt in educational assemblages."

"Our whole work suffers from unprofessional methods (hospital excepted), schools especially. *Manual training* practically non-existent and most important."

"Yes, there is a vast amount of work to be done by *educational experts* in studying scientifically the whole problem of modern education, textbooks, adaptations, needs, etc., as applied to the China field. Many broad and general problems and policies, as well as narrower and more specialized problems that only experts and men of experience and training for such investigations and original contributions can make. All present men engaged are too burdened and lack the training."

"There is a growing and insistent demand for industrial, commercial and agricultural training in connection with our schools. The Christian community is growing, and the young cannot all go into the professions. We have nobody competent to give such training."

"We see a great need for developing *agricultural training* to enable the church to become self-supporting, but we have only one man on the field with such training. We could employ several men to good advantage in this line of work."

"Teachers of agriculture with wit enough to develop into *specialists on country life* of a kind totally different from that of their native country. At present we are draining the best blood out of the country by our schools."

"Men for special kinds of missionary work, such as city evangeliza-

tion. Also for reaching various classes of society through ability to help them in their problems, i.e., educators, officials, business men."

"It seems to me that one great need is that the Boards and the Christian constituency that supports missionary work should realize that the work on the foreign field is as complex as at home, even though it comprises different elements, and that this demands specialists as it does at home. Those doing the training should also realize that actual experience of the conditions on the field is as necessary as the theory of the specialty, hence ample time should be given for the obtaining of this experience."

"The success of the all-round man at home today depends largely, I believe, on the fact that he has available the results and the assistance of the work of specialists right to his hand. When he meets a problem demanding special knowledge or special ability he knows where he can turn for help. On the mission field you have the same grade of all-round man as a rule, with even greater demands for specialized knowledge arising from time to time. Unless he is able to secure the special help needed, he must either fail to do his work satisfactorily or he must take the time to master the special problems himself. The average new missionary is apt to flounder badly when he first comes to the field, especially at present, when methods of work and demands upon us are changing every year, unless he can get the assistance of men who are more or less masters of their departments. Of course, older all-round men often become masters, but more and more we find that the newer demands find them also floundering with situations they cannot adequately meet, through ignorance of the specialized methods that have been worked out for dealing with these specific problems. A striking example at present is *Sunday-school work*. In China the Sunday-school is becoming very prominent. Most evangelistic and many other men are attempting such work, with often *very* indifferent success. In Chengtu we had for two years a man who had *specialized in religious education* and in a short time he revolutionized the Sunday-schools of his mission. Others, seeing what could be done, are now able to copy his methods. It is these leaders of leaders that we need just now and in a hurry."

"The Union University Medical School (West China) is deplorably lacking in specially trained men. Six more men are most urgently needed now. Teachers for and experts in biological laboratory preparation of serums, vaccines, etc., an expert bacteriologist, pathologist, surgeon (abdominal), internist in medicine (especially heart and lungs), physiologist, obstetrician. This need is imperative."

Question 3. "Do you think there is likely to be an increase of these opportunities in the next few years?"

Out of one hundred and forty-one correspondents replying to this question, one hundred and ten answered in the affirmative, twenty-four of them being very emphatic in their expressions; fourteen others sent affirmative replies with some qualifications, six were doubtful, and only eleven negative. The consensus of opinion that opportunities are likely to increase is therefore represented by a very great majority. Of the eleven negative replies, five were from Japan and three from India. But there were fifteen correspondents from Japan who replied in the affirmative, and a larger number from India. A few specific comments are as follows:

"There is sure to be continued increase in demand for specialists."

"Unless the opportunity is quickly embraced it will pass from our hands into those of the non-Christians."

As a whole, the testimony as to the probable increase in demands for specialists is very strong.

2. *Statements relating to the Difficulties which arise in the Use of Workers with Special Training*

For reasons which are more fully explained below, there has been in the minds of some a prejudice against missionaries with special training. In order to discover whether such prejudice was justified, the committee included in its questionnaire three queries. It need hardly be said that there was not the slightest intention of casting aspersion on the character of any missionary with or without special training. The replies, when carefully noted, are quite reassuring.

Question 4. To what causes would you attribute the failures you have known on the part of missionaries with special training?

There were ninety replies, giving one hundred and forty-nine specifications, some of which were evidently based on conjecture as to the probable effects of special training rather than on actual experience, since some of the correspondents stated elsewhere that they had known no causes of failure of those with special training. Sixteen other correspondents made no suggestions on the ground that they had no data whatever or too little on which to base an opinion.

Type of Causes.

Onesidedness of character or training—

Lack of adaptability	21
Narrowness	14
Professional attitude	7
Lack of interest in general work or unwillingness to take part in it	6
Too much theory	4
Lack of practical perspective	3
Too advanced training	1
Intolerance	1
Too narrow specialization	1
	58

Nearly 39 per cent of the whole.

Lack of understanding—

Disappointment or impatience with work which is in an undeveloped state	20
(This reason was alluded to a number of times in connection with other questions.)	
Misunderstanding at home as to what is wanted	2
	22

Lack of personal qualities—	
Lack of missionary spirit	14
Lack of spirituality	3
Lack of general or practical experience or testing	4
Lack of general training	3
Lack of special training	3
Defective personal equation	3
Lack of initiative	2
Lack of character	1
Lack of ability	1
Lack of common-sense	1
Lack of ability to work with others	1
	36

Causes less under the control of the specialist—	
Lack of equipment	5
Lack of appreciation by others	5
Wrong assignment	2
Overloading	2
Work outside of specialty	2
Difficulties due to personal reasons	3
	19

Of other specifications none was mentioned by more than two persons, and it seemed difficult to bring them under any one classification.

A large percentage of these specifications are simply common failings of mankind and the main causes of the failures of all missionaries, whether with specialized training or without. It would be manifestly unfair to hold such training accountable for more than a fraction of these failings, except in cases where Boards relax ordinary demands in appointing specialists. In view of the difficulties that one might in the nature of things expect to find in making use of specialists on the foreign field, this testimony, though certainly confirming possible dangers, is also reassuring.

Specific comments are as follows:

"After seventeen years on the field, my experience leads me to say that specialists are generally a nuisance on the field, do not fit in nor accomplish the results that are hoped, and generally retire disgruntled. . . . The mere fact of specialization tends to reduce the value of a man as a missionary, since it tends to take away that great requisite of every missionary—adaptability, sympathetic study and appreciation of native life and methods. . . . We have normal school specialists and Sunday-school specialists, etc., who are hardly worthy to sit at the feet of men and women who came out with no special training."

"So far as I know of such failure, it seems to be due to narrowness of training, lack of social sympathy, lack of adaptability, and lack of understanding as to the work expected, between the candidate and the mission concerned; also to failure on the part of old missionaries to appreciate the value of specialization."

"My observation of missionary failures has been that they occurred, not so much because of special training or lack of it, but because of ill health (nerves), and from lack of sympathy with and appreciation of other workers, from a tendency to rush into things without a proper understanding and appreciation of the Chinese with whom we work. Education or specialized training will not correct these failings."

"In my experience the failures of missionaries are in ninety-nine cases out of a hundred due to their failure to use to the utmost the powers they possess. It certainly is true in my own case, and I fear in that of others also, that indolence and discouragement are the greatest hindrances to efficiency."

"They are liable to be unsympathetic to general missionary work. But the fact is that the few I have known are enthusiastic supporters of any missionary or method that makes for progress."

"For instance, a man with special training in education wants to revolutionize the work all at once. The other men cannot see it that way. The cause of failure is not in special training, but in the inability of both old and new to meet and work together."

"Chiefly, not being willing to follow out their special training in that kind of work on the field, e.g., Ph.D. in chemistry leaving educational work and entering evangelistic work. Second, inability to adapt specialized and highly technical training to local conditions. Third, too few opportunities for special training or very advanced grade of work."

"Non-college trained men are usually harder to work with than col-

lege trained men. They do not know how to do team work. There is too much of each man for himself, with suspicion of other men, but the vast percentage of specialists are successes."

"Men with specialized training often find when they come out that nothing is ready for them, that they are expected to create the field for their own work, and that they must do so in rather strong competition with the older men of the mission engaged in regular work. They become discouraged unless they are men of real determination. On the other hand, the field may be ready for them, but they hurt themselves by looking on their own work as so much more important than the work of their fellow laborers. I should therefore suggest that in the first place missions state more clearly their policies and the exact nature of the work which they expect the specialist to develop, and, secondly, that the general training of the men be broad enough for them to realize the value of work other than their own."

"A failure of the missionary to understand beforehand the nature of the work and the circumstances under which he must work. He becomes discouraged and dissatisfied. One who goes out to teach English, thinking it to be literature, is not pleased to find that it is the first, second, and third readers that he must teach."

"(a) Lack of information sent to the Board by the mission. The Board then selects men with general training, with *some* special knowledge regarding the special work to be done. (b) Failure on the part of the Board to ascertain the extent of special training."

"Personal experience shows that specially trained workers often have to wait four and five years to develop any special line, because the Boards fail to fill the places of the so-called general workers."

"Failure of other missionaries to recognize special training as very valuable, and a consequent demand that general work be done."

"Most trouble has been due to emergencies which forced the mission to put men into positions for which they were not trained. This can only be avoided by a larger staffing of the work or a speedier filling of vacancies."

"I have not known a downright failure of any one who had specialized, provided he got an opportunity to work in his own line."

Question 5. Is the percentage of failures of missionaries with special training perceptibly greater than that of those without such training?

Thirty correspondents in all answered in the affirmative, two of them with emphasis, and ten with qualifications.

Sixty-eight replied in the negative, of which ten held that the percentage of failures was "perceptibly less," and five others qualified their replies. The largest proportion of those answering in the affirmative were evangelists, with nine affirmatives and fourteen negatives. Over two-thirds of the correspondents failed to notice that specialized training impairs success on the mission field, in spite of all the theoretical and actual difficulties mentioned above. It is certainly comforting to find that in the great majority of cases such difficulties are apparently surmountable. The quotations are as follows:

"No, not as great. In seven years spent in China, I know of five general missionaries who either resigned or were sent home, but I know of no special man making a failure."

"I do not believe so, but it is more noticeable. The ordinary missionary when he fails just stays on, marking time."

Question 6. If so (failures of specialized missionaries more frequent than those with general training), would you assign it to greater laxity of Boards in their requirements, to special difficulties on the field, or to some other cause?

The answers were too general to be significant. Twenty speak of lack of personal qualities and the right kind of training, seventeen of difficulties on the field, sixteen of laxity of Boards. It is probable that much the same sort of testimony would have resulted if the question had been in regard to the causes of failures of missionaries with general training. The quotations are as follows:

"Sometimes mission Boards in their eagerness to fill a place send a man who can be called a specialist only by courtesy. Being thus prepared to do one particular job, his failure is more noticeable than is the failure of one with general training who can be transferred to something else. If he is a failure he usually knows it and has spunk enough to quit, whereas lots of missionaries with general training are failures without knowing it, and no one has the heart to put them out."

"Missionaries of the ordinary type are often unsympathetic toward the specialist. They are unable to appreciate his difficulties. They

undervalue the contributions he can make. He is usually a pioneer in his department and the difficulties are discouraging enough anyway, and if he cannot get sympathy he is likely to be completely cast down."

"I doubt the wisdom of placing a specialist in work connected with a mission unless that mission is in such full sympathy with that special work as to make the enterprise safe in the hands of the mission."

"Very especially the feeling that they had met a situation for which they were not prepared by sufficient information when they left home. Mr. X. came out to do a highly specialized kind of work, that is, we expected him for that work, awaited his coming with eagerness, received him with a real ovation, and at his reception he had to admit in answer to our congratulations that he did not know anything about doing that work at all. It was a shock all around and before long he went home, never to return, and a thoroughly good missionary purpose and a fine man were lost to the work. It was not his fault; he had made no misrepresentation. The case had not been properly adjusted at home."

"Specialists sometimes expect fine positions of influence and opportunity to be waiting for them and so are disappointed and feel that they are throwing away their talents."

"I know of an agricultural worker who, in connection with work on an orphanage farm for which he was admirably fitted, was obliged to try to supervise the activities of the neighboring church, for which he had no fitness at all. The result was that he had to close the orphanage farm and leave."

"Boards seem to be easily deceived by the man who is impulsive and unstable, who feels a call to the foreign field which is often merely a desire for change and indicates a restless, unstable character. They choose him in preference to a man who does not urge his claims and who probably will prove a successful and permanent man."

"Specialists should never be sent to the field with a hope that they may be able to create a need. In Christian work in China a specialist without evangelistic zeal will do more harm than good as far as the cause of Christ is concerned."

"We have a woman who started on normal work last fall. She finds methods, etc., such in the school that she says it is impossible to go on, as the practice of the school and the teaching which she gives are so far apart that her pupils must think either that she is a crank or the headmistress an ignoramus. . . . Whence I deduce that it is rarely wise to put a newly come professional under an experienced non-professional.

"The great problem seems to be that of educating missionaries already on the field and those who shape mission policies at home to the radical need of specialization in mission work. Especially in educational work missionaries have drifted into positions of responsibility for which they have no adequate special training. This I believe to be the greatest hindrance to the improving of educational policy in all the missions with which I am acquainted.

"Our one new missionary coming to the field this year comes to supervise mission schools in one of our stations, yet he has absolutely no conception of modern educational ideals, has never studied educational administration, and does not seem to know that he ought to be acquainted with any professional literature dealing with educational problems. He had a few years' experience teaching in the Y. M. C. A., mostly in night schools, and apparently this was accepted without question as preparing him for the administration of mission schools. Even a few weeks in a school like Teachers' College, Columbia, would have started him on new lines of thinking that would have added immensely to his usefulness on the field."

"This preference (for general workers) is not so marked now; it is passing. In this place there is a growing preference for those with specialized training."

These questions and the replies they have elicited seem to call for a few comments, emphasizing some of the real difficulties involved in the employment on the foreign field of workers with special training.

In the first place *there is no assurance that the demand and supply of any given type of training will be equal in any one year.* Most foreign mission Boards have each year a certain number of requests from their missions for workers with special training, which may be arranged in the order of preference. For filling these positions they are dependent upon the candidates who happen to be ready to sail. It is very unlikely under present conditions that the number of doctors, nurses, special teachers, kindergartners, etc., that are available will be exactly the number that has been asked for. A Board may have requests for five kindergartners and only two ready to sail, or five on hand with places for

only two. In the former case the work on the field will have to get along as it best can, going without some new kindergartens or perhaps putting in charge persons without training. In the latter case the trained candidates will have to choose between taking up some other form of work, postponing their sailing, or applying to some other Board. The more attractive the general qualities of the candidate the more apt are Boards to urge the first of these proposals, feeling that an individual of this stamp will surely make good anywhere. The need for workers is so great that the waste of a few years of special training is disregarded. Only when candidates are so highly specialized that they cannot be used for general work are they apt to be referred to other Boards.

In the second place, there are several reasons why *a missionary with special training is less likely to make good on the foreign field than at home.* Some of these reasons are true of all missionaries. The adjustment to the new climate, surroundings, and associates is necessary, and a difficult language may need to be mastered. Many non-specialists fail to meet these tests. The specialized missionary may find in addition that the work he is expected to take up is in a very undeveloped state or even awaiting creation, that conditions and equipment are very different from those to which he has been accustomed, that there are none with whom he can consult, as at home, when he gets into difficulties, that his fellow missionaries are so unfamiliar with his ideals and methods as to be able to render little effective cooperation, in some cases being unsympathetic, and that the mission is unable or unwilling to provide adequate support. As will be seen in the quotations above, none of these suppositions is purely imaginary. Finally, as many correspondents remark, the failure of the specialized worker is more evident than that of one with general training. The former came out to do one specific thing. If he fails in that

he has missed his mark. The general worker may attempt half a dozen things and succeed in only one without being recalled. Moreover, the standards of the former are apt to be more exacting and definite. If he cannot run his school on up-to-date principles he is disappointed. His evangelistic colleague set to teaching is less sensitive to professional shortcomings.

Again, *the general understaffing of foreign missionary work and its distance from the base of supplies renders emergencies, due to furlough, illness, resignation or death, more serious than at home.* The number of workers is so limited that the removal of even one may be keenly felt. Vacancies leave larger holes and are not so easily or quickly filled. Transfer from other missions may not be practicable, new recruits from America may not be available for many months, and may need a longer period after they arrive to learn the language and become of real use. Sometimes a series of withdrawals may fall upon a mission at once and render it necessary for each missionary to act without regard to previous training or preference for a type of work. Under such circumstances certain lines of special work may be given up altogether or in an institution individuals may be called upon to teach subjects with which they have no more than a bowing acquaintance. No reasonable man can fail to realize the necessity for this procedure, but for the time being his specialized training may be entirely out of commission. It is harder to accept such a situation if a specialist's colleagues have been more severe on his work than circumstances actually demanded. But he must yield to the judgment of the majority. Some missions are in what might be called a chronic state of emergency and may postpone the initiation of some form of specialized work for several years, during which period the specialized training of the new missionary has no chance for exercise. Understaffing may also operate

to deprive the specialist of any competent assistance, or to close or cripple the work while he is home on furlough.

These occurrences are still by no means infrequent on the foreign field, and a worker with specialized training will do well to reckon with them.

Fourth, it is evident that *a missionary looking forward to specialized work on the field, will need qualifications not usually demanded of the specialist in this country.* He will need adaptability of a high order, missionary zeal, cheerfulness in accepting the decisions of the mission, and interest and efficiency in general work. It is much easier to find a person who has all these qualities but is not a competent specialist, or who is a competent specialist but has not all these qualities, than one who has the complete combination. A Board who refused to appoint any candidates but those with red hair and blue eyes would probably be compelled to relax its standards in other respects. It is undoubtedly true that some specialists have lacked very essential missionary qualities, though replies to our questionnaire indicate that this is the exception rather than the rule. In any event, it is disastrous and demands increased care on the part of the Boards.

Fifth, *candidates with special training undoubtedly present to Boards and missions greater administrative difficulties,* and for this reason it is probable that the need for them has not been so cordially acknowledged as should have been the case. General workers are certainly more needed than any one type of specialist, if not more than all combined, and as long as this is so they will be the favorites of Boards and missions. It is easier to place a man who will fit into a large number of vacancies. He can be shifted more easily up to the last moment, as is often necessary, and he can be more readily transferred on the field. The ideal missionary from the administrative standpoint is the all-round worker who can do a large number of things well enough to satisfy

the non-professional standards of Boards and missions and make good at any task. It is not asserted that missions or Boards in general fail to recognize the need for specialists, but only that the real difficulties of the situation are apt to influence their judgment.

Sixth, there is also evidence on the part of some missionaries of *prejudice against specialized training,* which seems to be not so well justified.

(a) Some oppose it in the interests of the more general evangelistic or pioneer type of work. This objection may be very well founded in particular cases. But it may also rest on an inadequate basis. Some missionaries have tasks in which quantity is more important than quality, so that they are held down to a comparatively unspecialized routine. Others are by temperament pioneers and are averse to exact methods. Both these types may underestimate specialization, merely because it is uncongenial to them. In some cases the theological beliefs of missionaries affect their attitudes. Certain forms of pre-millenarianism, which expect a steady increase of evil in the world and the possibly speedy return of Christ, are apt to minimize the importance of any kind of missionary activity but evangelism.

(b) Some, by large native ability or versatility, have been able to achieve great success with only general training. These missionaries are apt to think that all others should be able to do the same.

(c) Some admit the value of special training in the abstract, but think that the kinds obtained at the home base are usually inadequate for field needs.

(d) Some have met individual specialists who were failures and lay the blame on the training rather than on the men. Of the four classes of objectors mentioned, it seems safe to say that the majority have never had any personal experience of the value of special training nor an opportunity to keep in touch with recent progress made along

various lines. Moreover, the attitude of some missionaries is apparently due to their having in mind very narrow types of specialization.

All these reasons constitute real difficulties in the employment of workers with special training on the foreign field.

3. *Statements concerning the Training of Missionary Candidates who anticipate Specialization on the Field*

Question 7. What minimum of general training should be required of all specialists?

The general training most frequently mentioned was a college course. Only twenty out of one hundred and thirty-two explicitly stated that they would be satisfied with less than a full college course as a minimum requirement.

Only two mentioned a theological course as a minimum. It was not clear in either case that a three-year course was in mind. One would require it even for medical men. A third mentioned some theological training. Some of the quotations follow:

"Enough general training to enable him to take his place in cultured society; also to enable him to see the relation of his specialization to modern world society and to appreciate other lines of work, especially those of his fellow missionaries. This would generally mean a college course, with a good comprehension of Christianity and its tasks, but not a theological seminary course except for those whose specialization was in that field."

"Every one engaged in a religious enterprise ought to know something about religion. Many doctors who are thoroughly up to date in medicine are as ignorant as it is possible to be about modern religious thought. This is a very perilous condition for a man's own spiritual life. He is a fruitful field for any kind of religious bacillus that may come his way."

"They ought really to know their subjects. Some specialists are only such in name. Above all, they ought to know the practical even more thoroughly than the theoretical side of their training."

"A general understanding of the special subjects they hope to teach.

The agriculturist should be prepared to teach agriculture by actual demonstrations. The mechanic should have practical experience rather than theoretical knowledge. The doctor should be a specialist in as many different departments of his profession as possible. The industrial worker ought to have a knowledge of *at least two* trades, such as carpentry and brick work."

"(a) In methods and practice of Bible teaching. If a man can successfully teach a young men's Bible class in Chicago, he can do it in Tokyo. (b) In the Bible, the more the better. (c) A good start in church history. (d) Public speaking. (e) Church organization. (f) Social service work until the foundation for study is laid. (g) By some means a missionary ought to learn how to work by prayer; most of us know little about it. (h) Knowledge of life in general or training in common things like (1) simple bookkeeping, (2) English composition, so as to be able to write forceful descriptions and reports, (3) some experience in work with the hands, like on a farm, in a machine shop, in a store, etc. (i) Training in real friendship. (j) In methods of continuous study; non-studious missionaries are being scrapped by the Japanese leaders."

"The mission field needs men of administrative ability imbued with the ideal of service, men who can *do* things. This also is true of the specialist, that is, he must not be a mere technician."

"We have now a number of specialists in connection with our West China Union University as follows: specialists in education, English, history, sociology and economics, philosophy, physics, chemistry, mathematics, biology, as well as religious teaching and different branches of medicine. . . . Not one of these but finds full scope for his or her special abilities. No training in these lines is too good for the mission field here, but each should be *preëminently practical.* Theoretical knowledge cannot well be too profound, but China especially demands the practical bearing on life."

"For this field every doctor should know enough about dentistry to put in temporary fillings and to treat minor tooth troubles. Such special training ought not to require more than one or two months' extra study, and the Boards could easily afford to pay for any expense necessary for that study, knowing that many times the amount paid out in this way would be saved in keeping the regular workers in shape for work. Before our present doctor prepared himself for this dental work quite a number of our missionaries had to go from here to Stanley Pool, nine hundred miles, for dental work, thus losing from a month to six weeks from work. . . . Before coming to the field

I was advised not to study medicine unless I intended to take the complete course. This was a big mistake, and I hope your Board will be able to emphasize the importance of each candidate learning enough about medicine to enable him to take care of his own body as far as possible. Frequently we are more than a week's journey away from any doctor and then we are helpless unless we know what to do with a case of fever or other troubles that are so common out here. Then, too, a missionary who knows how to use a few simple remedies in helping the natives will find his influence greatly augmented."

Question 8. What sort of special training had best be obtained (a) before sailing, (b) on the field, (c) during furlough?

The consensus of opinion was that general and broad professional training was desirable before sailing, that the language and practical adjustment to the work should be gained on the field, and that special needs, as indicated by experience, should be the subject of furlough training. A very small minority specifically recommended the deliberate postponement of anything more than general work until furlough. Others may have had this in mind. Some emphasized the advantage of circumstances on the field for a study of language and religions and for practical experience. It was generally agreed that language, outside of phonetics and an introduction to the subject, should be postponed until after sailing. A few seemed to think that further and professional study might be practicable on the field. This was especially true of India, where there are good schools of agriculture and tropical medicine. A larger number called attention to the difficulties of systematic study for busy missionaries. It was generally agreed that nothing would reveal actual needs as would field experience, and for this reason the importance of time and facilities for furlough study were strongly emphasized. On the other hand, many missionaries besides our correspondents have had the experience that special study postponed until furlough was crowded out altogether by health reasons, the lack of funds,

or the demands of deputation work. Several mentioned practical experience before sailing as desirable. Several others suggested that the first term of service on the field should be shortened, although most of the opinions to this effect were expressed under the next question. Quotations are as follows:

"(a) Before sailing, as much all-round practical knowledge as possible (business, accounting, building, teaching, etc., the more kinds the better); (b) on the field, all language study; (c) furlough study for medical and educational workers to keep abreast of the times; also for administrative officers, college presidents, deans, etc."

"(a) For this field (Congo), where any special training is valuable, I think it would be well for the candidate to specialize on one or two types of work, following his natural gifts and inclinations as guide. (b) It is impossible to lay down any rule of recommendation until a man has been on the field long enough to find his place of greatest usefulness. (c) This should be determined by the mission at the departure of the worker on furlough, and a recommendation sent to his governing Board."

"On the field he will have little time for training except in language and learning how to make good in the Orient.

"There is slight opportunity for special training in Korea. The work presses on us too hard. Special training should be obtained before coming to the field. Furloughs ought to be reserved for advanced study along the lines being pursued on the field. The following kinds of special training in the order of value should be secured before sailing: (a) a general Bible school course of one year; (b) thorough knowledge of one's subject; (c) general knowledge of several cognate branches of learning; (d) general knowledge of educational and pedagogical subjects."

"The chief part of a man's specialization must be done before he comes to the field or he will never become a specialist. The pressure of the work on the field will make impossible any advanced specialization. He will have to spend his furlough bringing himself up to date."

"This field (Siam) offers practically no opportunities for special training except reading and classroom work. It is rather the exception that a man on furlough is free to do much of this work. *Before sailing* is the best time."

"It is not safe to give any man a specialized training for missionary work who is not by nature versatile and adaptable."

"Teachers should have before sailing a college course, at least a year of special study of education, and a year or two of actual teaching. On the field a great deal of study is possible, and if an autonomous teaching corps could be formed, with authority over its members, this study could be systematized and increased very greatly. During furlough a teacher ought to be required to spend at least part of his time in study, unless his health is broken."

"Get your theory of tropical medicine at Harvard in a six months' postgraduate course, but see its practical application in large hospitals here in India. Likewise, American pedagogy should be revamped to suit Indian conditions by seeing the teacher training schools here on the field."

"This depends absolutely upon what the specialty is. But a specialist before sailing ought to get the fundamentals and as much practical experience as possible. It would be far better, however, if he could know the nature of the problems on the foreign field in his particular line while in training at home."

"As I study your question, the first furlough seems to me to be the key to all your problems. No young man in America can be sure of what he ought to do in Japan. Give a missionary of good parts a general training, send him out here for five years, let him agonize with the language, the climate, the people, the policies of his Board, and some definite job; then give him a full year or more at home to get ready for his life work. He will then know on what to specialize."

"The training to be taken on furlough would depend entirely on developments. It should be based on the needs of the mission concerned, the discovered ability of the missionary, etc. It should certainly include opportunities to get abreast of one's specialty. It might include advanced work in the individual missionary's specialty and should in general be aimed at a degree, as such is valuable in its influence upon the Chinese."

"In some cases I think it would be wise for a missionary that had been tried out to return home at the expense of the Board to prepare for special work."

"Study during furloughs is badly neglected. Missionaries come back no fresher intellectually than when they went home."

"The man who figures that he can by any specialized course fit himself for even a particular job out here will be quickly disillusioned. No matter how complete his preparation he will run up

against a brand-new situation just about every other time. In other words, adaptability, ability to mobilize what resources you have, is of prime importance."

Question 9. If special training during furlough is desirable, would you recommend any change in the present furlough rules of your Board?

Thirty-one correspondents would recommend no change in the rules, a number of them on the ground that the present rules were sufficiently flexible. Exactly the same number thought a longer furlough desirable, nineteen of these specifying only in some cases. Only one suggested a shorter furlough. Twenty-one recommended a shorter term of service, and nine others arrangements for a shorter term in special cases. Twelve more demanded merely some provision for special cases. One Board secretary remarked that financial assistance was given; twelve missionaries that it was needed. Eleven thought that protection was needed in the form of a recommendation from the mission for those who should study. Fourteen mentioned the large amount of deputation work as a drawback. Seven merely stated that plenty of time should be allowed for study.

These replies were distributed fairly evenly among the different types of correspondents, but a larger proportion of educationalists were in favor of a shorter term and less deputation work. In general it would appear that, while the present furlough rules are acceptable to many because they are flexible, the question of shorter terms, longer furloughs, financial assistance, and freedom from deputation work should be carefully considered by Boards. Quotations are as follows:

"I certainly would recommend (1) recognition of the value of such study. Missionaries must grow or lose their influence. (2) Adjustment of furlough to the special needs of such furlough study. (3) The granting when needed of special funds."

"Much more freedom to study and investigate, and an insistence on a careful report on the study done."

"Make some special financial arrangement whereby the missionary may be able to meet the expenses of the school. Most missionaries would welcome the chance for more school work if they could have enough to live on in school centers."

"The most obvious recommendation would be adequate financial provision. The average missionary simply cannot possibly afford to take up this work at home if he is married."

"Unless a man has some source of income other than his salary, he cannot afford to do more than a bare minimum of school work during the time that he is on furlough. What our Board gave me did little more than cover my travel expenses to the university."

"Let the furlough be considered primarily a year of study as soon as health requirements are met. As soon as the doctor permits, the missionary should begin study of his specialty, consulting with Board secretaries as to institutions and courses. Full tuition for courses approved by the Board should be paid by the Board."

"If specialists are to be developed or to be kept as specialists, might not the question of finance be considered by Boards, that is, the financing of special furlough study or travel and during the term of service, also of local travel and books?"

"That the Board on request of a mission grant a special furlough in exceptional cases, as when a missionary is appointed to a special position for which he has not the training needed."

"Furloughs should be at the end of five and a half years for a period suited to each case, at the discretion of the mission."

"In the case of specially trained men at least, I should say that they ought to come home after the first five years and should be given a year, a year and a half, or if possible two years of study along their lines."

"The first furlough should come early, say, after five years. All furloughs should be for six months in the United States, to be extended for (a) health reasons, (b) special study, (c) deputation work."

"As far as policy and the conditions of the mission permit, such a man should be allowed special furlough privileges. I should recommend a furlough at the end of five years or even four for special study only. Details of study should be arranged by Boards or in consultation with them before the furlough is granted."

"For specialists in subjects such as science, which are rapidly

changing, the term of service should be five years, with extra time on furlough for catching up with his subject. This is impossible on the field no matter how much he reads. Out there the whole atmosphere is different."

"I think the first furlough at least should be taken after three or four years on the field, and should last through an academic year, and that little deputation work should be asked during this furlough."

"Men in educational work need more frequent furloughs, as educational theory and practice are advancing so rapidly, and with the present infrequent furloughs they cannot keep up with the development of their profession."

"Whenever a good speaker or money-raiser from the field is needed by his Board for campaign work at home, as is often the case, the time given to that work should be counted as a part of the missionary's regular service and not deducted from the furlough period. The furlough should be in addition to such service time at home. . . . Many missionaries would be glad to make use of part of a furlough period in special study on the field, study that would give them a broader as well as a deeper grasp of the work directly before them."

IV. The Administrative Problems Involved as Viewed on the Field and at the Home Base

1. *Statements relating to the Process of Selecting Candidates with Special Training*

The next three questions sought to draw out suggestions as to the selection of candidates with special training and administrative methods for the field.

Question 10. Can you suggest any precautions by which specialists unfit for effective missionary work might be rejected by Boards?

The recommendations may be summarized under three general heads: (1) a closer personal knowledge of the candidates, with earlier contact; (2) a more careful examination of the home record (some practical testing if possible); (3) stricter demands as to qualifications, such as the ability to

get along with others, high spiritual qualifications, ability to apply knowledge in a practical way, adaptability, missionary zeal, willingness to undertake what is most needed. In general the replies are characterized more by common sense than by originality, but they add to the responsibility of Boards in selecting and testing their candidates with greater care. Quotations are as follows:

"Every candidate should be observed closely for a long time before being sent, much more closely and carefully than at present. Note the methods of Standard Oil and of National City Bank. This applies to all missionaries, not only specialists."

"More careful study of the new missionary's dossier. Greater insistance upon truthful letters of recommendation. Some of these letters are little short of gross misrepresentations."

"I feel that the primary purpose of the missionary movement will fail of attainment if we do not insist that men and women chosen for special positions are people of well-grounded Christian character, of undoubted evangelistic zeal, having even a greater desire to see their pupils become repentant and believing than to see them become competent in their specialty."

"But in any case the point needs emphasizing that the specially trained missionary needs the same Christian characteristics, the same absolute devotion to the welfare of the people to whom he goes, the same facility in cheerful cooperation with others that the ordinary missionary does. He is not a specially privileged person in any sense."

"Mr. Turner speaks of the pressure on Boards to waive to some extent the importance of certain fundamental qualifications of motive and earnestness of purpose to become aggressive spiritual leaders, provided the candidates have the professional qualifications. I think the danger of waiving such fundamental qualifications cannot be overestimated. The harm done by such a missionary is incalculable."

"My long years of thought and struggle here have led me to believe that what the missions need is fewer but better-picked and trained men from abroad."

"Examination by specialists along the same line as to the applicant's ability to apply his knowledge and to adapt it to new conditions."

"Have him meet for prolonged interviews with persons doing the same sort of work that he looks forward to on the field, and let the

veteran test him. A second best thing would be to have specialists in his line meet with him and a special committee at the Board rooms for a sort of Ph.D. raking."

"Look up his record in religious and social work at home. If he has been so busy at his specialty that he could not see anything else, he does not belong out here. Size up especially his ability to work with others and to defer to their opinion when they differ from him, especially when based on wider experience."

"Such candidates should be tried out in America. I know a kindergarten training teacher in a certain field who had never had charge of a kindergarten for a day before she began to try to train other kindergartners."

"For Japan the following qualifications are necessary: (1) a rich sympathy with and ability to enter into the problems of others; (2) a real culture back of the missionary who settles in a Japanese city. The problem seems to be to combine culture with the desire and capacity for hard work. Too often the will to sacrifice is in inverse ratio to culture and personal charm. The combination, if to it is added unselfishness, is irresistible. Culture is as essential for the wife as for the husband. The springs of effective service are in the home. (3) Family problems are constantly arising. Not infrequently the wife is feeling the pain of separation from home associations, and seems to need more attention from the husband than he should give. It may take years to make the adjustment. Also not infrequently young wives are brought out by men with less knowledge of how to take care of these sensitive creatures than a farmer has of caring for colts. Children come without proper preparation. No forethought is taken before marriage of how children are to be educated after they grow up. Such family problems often take missionaries from their work at the height of their efficiency."

"Add a clause indicating the need of evidence of the capacity based on the actual experience of the candidate, to adjust happily and easily in relations with fellow workers, so that humble and hearty cooperation is made possible. Getting along with other folks is about the most important quality in a missionary candidate."

2. *Statements relating to Adjustments on the Field making the use of such Candidates more general*

Question 11. Are there any administrative arrangements by which your mission might be able to make better use of desirable candidates with special training?

The suggestions made in reply to this query are summarized below:

(1) *The more definite study and forecast of policies by missions on the field.* It seems to be felt that present methods could be considerably improved. This matter has been repeatedly urged in discussions on this subject with apparently little effect. Commission V of the Edinburgh World Missionary Conference says: "Surprises will come, of course, and forecasts fail. But better to have failure of actual forecasts than failure more frequent and disastrous through lack of them" (pp. 205-206). It is time that greater pressure was put on missions at least to experiment in this line.

(2) *A larger provision for such forecasts, more time to be spent by individuals in fitting persons to places, field committees more carefully selected for this work, and more specialized knowledge of needs.* This strikes at the center of the whole problem. On the one hand, there is abundant testimony as to the increasing need for specialized training on the field; on the other, patent evidence of a growing supply of such training on the part of candidates. The question is, can we and shall we create the machinery to help the supply to minister more effectively to the demand? Not the organism of the greatest size and most massive muscles, but that with the best developed nervous system wins in the struggle for existence. The missionary enterprise has come to the point where it can well give more thought to its most effective organization as opposed to the mere multiplication of workers. The training and placing of candidates must be more efficiently coordinated.

(3) *Inter-mission relationships as to specialized work.* Some types of specialists might find insufficient scope in a single mission, for instance, architects, dentists, etc. The advantage of combination in institutions of higher education is obvious.

(4) *A more adequate staff to permit missionaries to work to best advantage and insure continuity of policy.* The success of specialized work depends on continuous supervision. If it ceases entirely when the only man with a knowledge of it goes on furlough for a year or more, or if, owing to understaffing, he is called upon to do general work, no sound development can be expected. Such breaks may be partly avoided by a more careful anticipation of needs, by larger units so that substitutes may be drawn from a wider field, or possibly by sending out to language schools on the field unassigned workers with various types of special training that are most needed, to be called upon in cases of emergency.

(5) *The earlier appointment and more specific training of missionaries*, which can be made possible only by more definite policies. A majority inclined to the view that those who have volunteered should be given special training rather than that those with special training should be urged to volunteer, but a few represented the latter opinion.

The matter of earlier appointment and assignment presents some special difficulties, but it has great advantages from the standpoint of special training. The main argument against it is that unforeseen changes are so apt to take place. Special needs and vacancies may arise, which cannot be filled by candidates who are mortgaged to other positions. Volunteers appointed early may not develop as was expected or may lose their missionary purpose. They cannot be assured of positions on the field in any event, owing to emergencies or failure to make good. They must be under the final control of their mission or bishop to be placed where they are most needed. They cannot possibly anticipate the

actual needs of the field and had better defer training until they have met the situation.

On the other hand, it may be said that the difficulties and dangers are not by any means all on the one side. The need for certain kinds of training is so great as affirmed by our correspondents that something must be risked in order to secure it. It is unfair, both to the work and to the workers, if for administrative convenience men should be sent out without special training in education and other lines. There are broader types of specialization which fit men for a fairly wide range of positions and confer greater efficiency in all of these. Volunteers must understand that whatever their type of training, acceptance by the Board always depends on their fulfilling the personal and spiritual requirements. It is probable that those who are encouraged to prepare for a definite field or type of work will be less apt to lose their missionary interest than those whose aims are less concrete. While leeway must always be allowed for emergencies, a large body of our correspondents seem to feel that the policies of both Boards and missions along this line might be considerably improved. Finally, because all needs cannot be anticipated by previous training, it is surely absurd to act as if none of them could. A more careful study of needs and provision for training can do much to bring about a better adjustment. Quotations are as follows:

"There is an immense amount of useless duplication on the field, which weakens rather than helps the specialized men. More team work would be possible if the Boards helped to urge such things."

"There is much work here (United States) to call for the entire time of a man who could keep in touch with the special needs of all the fields and study to find the right men and women to fill such needs."

"Boards should have secretaries who not only look after special fields, but after special work. It is a vicious system which compels a mission to decide between an evangelistic missionary and a fully qualified professor for a missionary college. The chances are that

the evangelist will be sent out and will be given work in the college for which he is not fitted."

"To use specialists successfully we require higher organization. The power of assignment of missionaries should be in the hands of a carefully selected and responsible committee. Each institution should have a constitution with a definite organization of staff. The mission and each of its institutions should have a well-defined policy and plan of development that will enable it to know its needs in advance."

"In regard to the matter of specially training missionaries, I am of the opinion that certain changes in policy might be advisable. First, I think it would be well for candidates to apply to mission Boards and in fact receive an appointment before their special training is completed. Such a policy would give the Board the right to offer suggestions in regard to the training and in large part to oversee definitely the preparation of the candidate. To do this effectively there would be necessary (a) a sympathetic understanding of the situation on the field, deeper than that which at present obtains. The Board would have to give a relatively larger share of its time to a study of the problems on the field, instead of concentrating so much on the home base side of things. Probably new machinery, both at home and on the field, would have to be devised, but this is demanded by other matters in connection with mission work. (b) It would also be necessary for the Board and for the mission to work out jointly a constructive policy covering several years in advance. It would be necessary to do away with the policy of accepting a candidate, but not appointing him definitely to a certain field until just before sailing. From the standpoint of preparation and indeed from other standpoints I consider this a pernicious practice. Candidates would be accepted and enter into training at the direction of the Board, acting on the advice of the mission. (c) It might be advisable for the Board to pay part of the education expenses of the candidate while taking special training; at least scholarships in certain schools or universities might be maintained. . . . Granted that Ph.D. work is done along some line which in itself is not too narrow, it makes a most admirable preparation for a missionary who is to lead or be a specialist."

"We are in the transition stage between the era of individualistic work and the era of cooperation. The days of guerrilla warfare are passing. We are supposed to be an army, but we resemble no army except the Russian army, where they debate the orders and obey them or not as they like. We feel the need of greater concentration and more expert direction, and are working towards it, though we are

afraid of giving anybody any real authority over us. We need a general staff, but we have not got men big enough to form it. . . . Here in the mission field we elect men to various committees and councils for divers reasons: this one because he is the senior missionary; that one because he is a pillar of orthodoxy; that one because he is timid and quiet and so will do no harm; another because he is the least busy in his station and so can be spared most easily; another because he is a good logroller for his station. We still count votes instead of weighing them. Mediocrity rules. No one is encouraged to become a real expert or given a real chance to become one. Scarcely any one knows how to study a subject scientifically and those who do are prevented from doing it. So we muddle along. The question of special training is not a small nor isolated one. It must apply all *along the line*. Somehow we must advance from the place where everything is decided by the average men, and reach the stage where things are planned by those best qualified to do so."

"If lists of needs are made out several years in advance by missions, and provision is made for sending candidates sufficiently far ahead for them to have two years of language study before entering upon their work, that is, before the position which they are to fill is supposed to be vacant, there will not be so many emergency calls, people breaking down prematurely, etc., and when the emergencies come there will always be a reserve to draw upon."

"Any amount of specialization is sure to be useful, but no missionary is going to be able to stay inside of his special field with the present force at work and the present opportunities open before us."

"It would seem feasible to have the missionaries divided into distinct corps, such as the evangelistic, educational, medical, etc., each corps having a much larger amount of autonomy than now obtains, and no person being transferable to another corps without his own consent and the consent of his corps. Let the educational missionaries have the full responsibility for the educational work of the Mission, give them larger powers, and hold them to stricter accountability."

"Division of work and all other arrangements that will give the specially trained man a free hand to do his work. Too many details must always be referred for Mission decision to make effective work possible. Hand the work over to the man when he comes; have home provision for the exercise of initiative."

"Make sure that the specialist shall give his time mainly to his specialty and save him from having to hew the Mission's wood and

draw its water. Especially save him from the mazes and weariness of Mission accounts and correspondence."

"It makes me feel sad to see so many young girls having to shoulder the heavy responsibilities they do. It is good neither for them nor for the schools."

"I think that sometimes there is a determination to keep as many men as possible, so that they can be shifted like handy men to fill gaps. This is unfair to the man, who is usually ruined by the process, and unfair to the work, which is also ruined or seriously injured by the presence and well-meaning efforts of such men."

"It seems to me the greatest hindrance to our forward movement is the constant shifting of the plan of work to suit the personal inclinations or talents of the missionary appointed."

"A man who has made good in his specialty in an American college should be invited as arbitrarily and as definitely to go to a missionary college as he would be to another college at home. This is done in some cases, I know. It should be the general rule. I do not think that missionary consecration is of a kind and quality entirely distinct from any other consecration to Christian work."

Question 12. Would it be practicable for your Mission to make over to the Boards at home the assignment of missionaries with specialized training to their tasks, with the understanding that the candidates should not be set to do other types of work without their own consent?

This question may have been unfortunately worded, as it drew out a great variety of reactions. Some correspondents accepted it with enthusiasm; others rejected it with vehemence. The opinions were quite equally divided. Twenty-seven assented to the proposal as stated; seven others asserted that it was already practically the rule of their mission; seven more that it was sometimes done; two more that it might be done under certain conditions; and six more in certain cases; a total of forty-nine formally in the affirmative, with or without qualifications. Thirty replied in the negative and two more were very emphatic; three others stated that missionaries must do what is needed; five made emergencies an exception; eight could not assent without a

larger force available on the field; forty-eight were therefore inclined to reject the statement. Eleven others believed that the candidate should not be set to do another type of work without his consent and implied that the mission should control. They therefore accepted one part of the proposal and rejected the other. Ten more were doubtful, suggested a compromise, or would assent only in very exceptional cases. There is evidently no rule on this subject, and it would seem that the proposal has been both quite successful and the reverse. The difficulty in Board assignment was recognized by many on both sides. Some who formally assented so qualified their statements as to make them practically negatives, and others who formally dissented were evidently in sympathy with the suggestion. There was general recognition of the facts that missionaries should be consulted and their consent secured as to their assignment and, on the other hand, that such consent should not be withheld if the requests were reasonable. This is one of the topics on which discussions in missionary gatherings at home and on the field might throw light. Quotations are as follows:

"Yes, if a definite policy is agreed upon and a larger staff provided, and if the candidate is amenable to appeals to drop his special work to meet an emergency in view of some larger temporary need."

"I believe that the unity of action of the Mission and of its members is immeasurably more important than the possible gain to the work that would accrue from the ability of the Board to promise a candidate that he should have work only in his special line, irrespective of the opinion of his fellow workers. . . . To put the candidate outside of the power of the Mission to take such action would, it seems to me, in many cases be to erect a wall of separation between him and his fellow workers which would be disastrous."

"The Board at home should have the right to appoint a specialist to a definite work, and the Mission should have no right to interfere with that appointment. Candidates at home and the younger missionaries, that is, specialists, on the field feel this to be a reform in

missionary policy which is urgently needed and I believe it has a big influence on recruitment."

"For some of the highly specialized jobs, unless the person qualified to do them is promised that particular work, he will not become a missionary. Therefore, if the work is to be done it must be done by missionaries with appointment to that special work and not subject to the waves of emotion that sweep Missions at annual meetings and often close a good work to transfer a man to a work for which he has neither training nor desire."

"So often a Mission sees only a vacancy to be filled, with only one man or woman to fill it."

3. *Statements relating to Administrative Methods at the Home Base*

Question 13. To what extent do you undertake to guarantee to candidates with special training positions on the field which will provide scope for their training?

There were only fourteen replies from Board secretaries in all and some of these were rather vague, so that it was difficult to draw any competent conclusions. Of the few who replied with definiteness, a majority indicated that their Boards furnished to specialists practical assurance that they would be given the type of work for which they had prepared themselves. A minority stated that no assurance was given, but the answers on both sides were too few to make the figures significant.

Question 14. Is it the general policy of your Board to direct a candidate with special training which you cannot use to some other Board, or to try to induce him to remain with you for general work?

There were only eleven replies. Most of them stated that candidates under the circumstances would be directed to other Boards, but there were qualifying phrases which implied that this would be more certain if the Boards were unable to send the applicants or to use them. Only two

Boards of those replying would apparently make a principle of holding workers for their own churches. On these matters a further candid discussion would be desirable.

V. The Case for Specialization

1. *Certain Current but Erroneous Opinions*

In considering the whole subject, it appears that there are certain statements widely current which may do great damage because they are often made in a form which enables them to be utilized at more than their face value. Some of these are as follows:

(a) *General ability is more important than special training.*—This on the face of it is perfectly true. But there is no estimate of the relative importance of special training except that it is less. It might be one per cent or ninety-nine per cent. The statement, however, is often quoted in such a way as to imply that the value of special training is almost negligible. The implication is entirely unwarranted, especially in view of our testimony, and until much stronger evidence to support it is forthcoming. While special training will not compensate for general ability, it is probable that the average individual will increase his effectiveness anywhere from ten to fifty per cent by certain kinds of special training. This is the really important question.

(b) *Special training makes men narrow.*—Persons who would applaud this statement would often resent the assertion that broad training makes men shallow. One is about as true as the other. Specialized training brings out into relief the defects of some natures. Like the centerboard of a yacht, it gives stability to others. The type of training is of great importance in this connection. Under the head of specialization may be included mechanical tasks like typesetting, and broad outlooks like those of the social surveyor or educational supervisor. So much depends on

the individual and on the character of the training that the statement may be very misleading.

(c) *No missionary training can be made sufficiently specific to meet all needs.*—This is strikingly brought out by some of our correspondents. But this does not imply that specific preparation is of no value. If it should cover fifty per cent of the cases it would still be amply worth while. The obvious policy is to make a more thorough study of field needs and to shape training so as to cover a larger percentage of them. Too often special training has failed because the missionary was selected and placed by secretaries who had no practical acquaintance either with the specialty or with the conditions to be met.

(d) *Specialists are a failure on the field in many instances.*—Instances should be collected and studied to discover the danger points. But taken by themselves they prove nothing except the need for caution. Every one of us can probably recall cases in which physicians have made false diagnoses and prescribed the wrong treatment. We do not, therefore, accept the advice of hard-headed old skeptics to keep away from doctors. The crucial question is whether medical assistance in the long run does more harm than good. If not, and until we have something better, we shall do well to employ it.

As in the case of most subjects that have never been submitted to detailed investigation, there seem to be many such statements as the above used by those who make, or taken by those who read them, as a basis for presumptions that are not warranted. An instance to the point is a letter quoted by Dr. Speer in 1915.[1] Some extracts are as follows:

"My training for missionary work was nil. . . . I conducted the highest school we have for girls for six years, and organized it

[1] Report of the Deputation of the Presbyterian Board of Foreign Missions to Siam, the Philippines, Japan, Chosen and China, pp. 495-499.

for its present high and normal school work. I established the first kindergarten work of the Mission, though I had had no training for any of these. I organized, without suggestions of any sort from any one, the Bible school which has been training the Bible women of the Mission for twenty-two years. I have built one of the best buildings in the Mission without advice or assistance, and have just planned three other large buildings, though I never studied architecture nor draftsmanship. I have been serving on the Finance Committee of the Mission for years and have been auditing the accounts of the men, though I never had a liking for mathematics nor instruction in bookkeeping. I taught myself double entry under the pressure of the necessities of the work. I had a very desultory education and a childhood experience which would work ruin with the best of minds, yet I acquired the language and have been serving on the Literature Committee for years. . . . All these thirty years I have greatly and painfully regretted the lack of opportunity, not for special training, but for the discipline of general training—discipline of mind rather than of general or technical knowledge. . . .

"Take the case of a young man fresh from college and from business experience of a technical kind. He is put to study the language, but does not apply himself, shirks without seeming to realize it, studies in a desultory way, allows his work to give way easily as if in the line of least resistance. . . . Here there is no lack of general and special training. The lack is in the want of a deep sense of responsibility which makes a man willing to work painfully in order to achieve an object, and in want of deep views of moral obligation in the choice of his object.

"Take the case of one who is reported to have steadily worked for ten years to fit herself to be a missionary doctor. . . . Her years of preparation end in fourteen months of discontent and inability to fit into any position with grace and common-sense, and Christian principle moderating feeling and speech. The failure is in the moral realm. . . .

"Take the case of one trained as a nurse, having experience in general hospital work and with the insane. After this two years as a kindergartner . . . the result was that she never used her knowledge as a nurse or a kindergartner in any effective way. She never related her knowledge to her circumstances. . . . No lack here of knowledge, special and technical. There was a lack of stability and of perseverance and of ability to overcome obstacles and to achieve something in spite of them. . . .

"A young woman who seems to have special fitness for work with children, very highly experienced in school work, comes out to take charge of primary schools. Everybody and everything offend her delicate sensibilities. . . . Within two years she went home on the verge of insanity without having suffered a single real hardship or having done a stroke of real work. . . . Plenty of training experience, and knowledge here. Had there been a spirit strong enough, a mind balanced just enough, there were no reason for such a crash. . . .

"I went to New York . . . in order to see what you were doing and to observe your methods. I had my own Bible school in view and was thinking I might improve on courses of study or on methods. I did neither as a result, because of the large differences of circumstances of the mental attainments of your and my students. The two classes are on such an absolutely different plane. . . . Keep right on with your Bible work, but address your strongest efforts to the spiritual side of your work rather than to the intellectual. The latter is highly necessary, but because I think every failure I have seen on the mission field has been the result of want of moral and spiritual earnestness, I think sometimes we are in danger of over-emphasizing its value."

Most of this is admirable and should be earnestly considered by missionaries looking forward to special work. Such a statement is greatly needed as a corrective to exaggerated ideas of the sufficiency of intellectual training. But, like all presentations emphasizing one side of a case, it may fall into the hands of those who need it least and confirm prejudices already too strong. The writer brings out the following suggestions: (1) there can be conspicuous success on the foreign field without special training; (2) she does not regret her lack of it; (3) those who have had large opportunities along this line may be complete failures; (4) training offered in America is not adapted to field needs; (5) she can think of no failures due to lack of intellectual training; (6) we are in danger of overemphasizing its value.

From the standpoint of most missionary correspondents,

this statement leaves something to be said. Surely the standards of this lady are not those of the most thoughtful missionary today, or else her conditions are exceptional, if she rightly fails to regret that she never received any special training. The cases she quotes are not the rule, according to the testimony we have received, as one might infer from her letter she considered them to be. Her estimate of the value of training to be had in America is certainly far below that of the average. The quotations from the correspondents cited above indicate that others have known of cases of failure due to lack of intellectual training, if she has not. She has presented with great truth and force one side of the question, but not both sides.

2. *General Principles Which Must always be kept in Mind*

It may be well to sum up briefly certain facts with regard to special training which are usually urged as arguments against it, but which need to be accompanied by other facts in order to arrive at a balanced judgment.

(a) Certain personal and spiritual qualities and abilities outweigh in importance any other qualifications of missionary candidates and should receive our first attention.

(b) Those with large general ability and without special training may succeed better even along special lines than those with special training and only limited ability.

(c) The defects of certain persons may be accentuated by special training.

(d) No training at home can be expected to meet adequately all the needs of the field.

(e) Without ability and practical efficiency the specialist is apt to be of little use on the foreign field.

(f) Many localities and types of work on the field will be best served by those with general training.

(g) The general work may suffer in the hands of those whose training is specialized.

At the same time it is also true:

(a) While certain personal qualities are surely indispensable, the missionary force as a whole will be more efficient, if a certain proportion of it receives in addition special training of various kinds.

(b) While special training is no substitute for general ability, it is usually valuable in direct proportion to the ability of the person receiving it.

(c) Persons who are spoiled by special training would probably fail on the foreign field in any event, while those who would make good missionaries without special training would in most cases make yet better missionaries with it.

(d) While home training cannot foresee all the possible needs of the foreign field, we have testimony that there are many present needs that cannot be adequately met without such training.

(e) That lack of adaptability spells failure is not an argument against special training, but only one for more careful selection of workers.

(f) The testimony is very explicit that many localities and types of work on the foreign field strongly demand special training.

(g) It is also evident that much special work is suffering at the hands of those with only general training; moreover, the assignment of an adequate staff of specially trained workers would set free general workers for more effective evangelism.

3. *Constructive Suggestions for the Consideration of Candidates who have had Specialized Training*

(a) *There is a large and increasing need for missionaries with specialized training* of the various types mentioned under the comments on question 1 (pp. 15-25). Let no

young person who has received any of these kinds of training therefore despair of finding a place on the foreign field under some Board or other.

(b) In view, however, of the difficulties connected with the use of workers with specialized training, as set forth above on pages 56-61, *those looking forward to the foreign field who have not yet commenced special preparation should consult in advance with the Boards to whom they expect to offer themselves,* to discover the relative need of different kinds of training. They may thus forestall the disappointment of rejection later by the Board of their choice.

(c) Where special abilities and circumstances indicate that a certain type of qualified service needed on the foreign field is unquestionably the department in which a particular individual can render his best service, and the Board of his choice has no place to offer, it may be worth considering whether such a one may not better *apply to more than one Board rather than accept a line of work for which he is not fitted.* This should always be done after consultation and with the approval of his own Board.

(d) *It is desirable that the foreign missionary should have a broad cultural basis*—in most instances the equivalent of an American college course. An exception exists in the case of builders, bookkeepers, printers, and other such skilled helpers. This does not imply that all college work should be on general subjects. In many cases more or less specialized work may be done in the undergraduate years. The courses chosen should be those which have to do with modern thought and progress, which supply interest in present social situations and ability to interpret them, rather than courses of a more abstract and formal type. Habits of intellectual initiative and self-cultivation are most important. Courses in Bible study and the fundamentals of Christianity are very desirable. The equivalent of a year of theological training, with omission of the more technical subjects, would

be an excellent investment for every specialist who could afford it.

(e) *The type of special training needed is that with a broad outlook and applications.* In a few cases persons may be needed to teach only single subjects or sub-divisions of subjects in missionary colleges. Those preparing for such work might well take advanced degrees. But for the most part those are needed who have studied in two related fields, such as chemistry and physics, sociology and economics, or in such subjects as educational theory, industrial education, applied social science, agriculture, etc., that have many relationships with broad situations. It is unfortunate that the idea of special training is so closely related in the minds of most persons with more narrow types of study rather than with the broad types. The sort of work required for a Ph.D. degree is in many cases too specialized to be of the greatest use on the foreign field. Those aiming at this degree should select subjects which in content and method have a broad bearing on their future work. Moreover, they should not become so absorbed in their specialty as to lose touch with other interests.

Practical experience in the application of knowledge, especially to undeveloped situations, is desirable. Specialists who are strong in theory and weak in practice, or who are effective only in the most favorable surroundings, will be at a great disadvantage on the foreign field. A year or more of actual work at home, under conditions that demand initiative, should be had wherever practicable, and will contribute greatly to balance in a sense of self-confidence. On the other hand, new missionaries must realize that no amount of home experience can teach them many things that they need to know.

Executive ability, the ability to train others effectively along special lines, and the ability to set them to work, are also of the highest importance. The cause of specialization

on the foreign field will be seriously marred by workers who are merely skilled or erudite and who lack these absolutely essential qualities.

(f) *Specialization before sailing should be sufficiently thorough to enable the student to study intelligently further possible developments in his line of work under the circumstances that confront him, and to build up his specialty without assistance.* It takes a certain amount of special study to enable a man fully to appreciate the opportunities and needs of the situation along any line.

There are certain things which he cannot possibly anticipate until he comes into close contact with field conditions. Such contacts should be considered an indispensable element in training. But what a man sees depends largely on what he has been trained to see. Those who postpone any study of their specialty until their first furlough will probably fail to notice many things and opportunities on the field that would otherwise be obvious. A broad basis of specialization before sailing will make the field experience of the missionary much more profitable.

Those to whom work has been definitely assigned should prepare to get along, if necessary, without the aids in the way of encouragement, equipment, and advice that they have at home. A number of our correspondents testify that workers must expect in some fields to discover that the foundations for their specialty have not even been laid. The amount of special training that is advisable in each particular case will depend upon the position to which the candidate goes.

(g) *The candidate with special training should look forward to his first furlough as an opportunity for supplementary study.* In some cases special arrangements with his Board may be necessary for a shorter first term or a longer furlough. He should plan carefully in advance how he can spend his time to most advantage. Subsequent furloughs may be equally important.

(h) *There are certain personal qualities which are particularly needed by the candidate with special training.* Those lacking in these qualities may well doubt their fitness for the foreign field. Those who possess them to a moderate degree should earnestly cultivate them. The most essential quality is the missionary spirit that seeks first the Kingdom of God and is willing to do what is most needed for its welfare. This does not mean that a man is bound to accept the opinion of his fellow-workers as to the specific demands of the Kingdom, but only that he shall be always ready to surrender his personal preference when the issue is clear to him. The ability to get along with other people is the more necessary in a specialist because he has interests that are different from those of the majority. Cheerfulness and a sense of humor are a part of this equipment. Adaptability, initiative, and perseverance are highly important mental qualities. The candidate should give himself opportunity for testing and strengthening these traits.

(i) While the candidate must be prepared to meet with disappointments of various kinds on the foreign field, *he should make every effort to reduce misunderstandings to a minimum by careful inquiry before he sails.* It is not safe to assume that the Board is thoroughly acquainted with the situation to which he goes. As our correspondents testify, misfits of the most lamentable sort have occurred because neither the precise needs of the field nor the qualifications of the candidate were sufficiently understood in advance. In many cases direct correspondence with the field regarding his case by the responsible Secretary would be a great help.

(j) Many of our correspondents think that Boards and missions should be willing to assure candidates that they will not be transferred to other than their assigned work without their consent. It would seem, therefore, to be in order for the candidate to inquire as to such assurance, and not unfair to lay stress upon it. But while a man is often

justified in turning to another Board which may be able to place him to better advantage, *he should be in all cases prepared to sacrifice to meet emergencies on the field.* He must not permit specialized tastes to distort his perspective.

4. *Constructive Suggestions for the Consideration of Missions in the Field*

(a) Missions should understand that whatever the difficulties and dangers of special training, *the problem is one that will inevitably grow in importance,* and that, therefore, it should be studied carefully and without prejudice. When change is taking place rapidly those whose judgment is based on more remote experience are relatively at a disadvantage. The question should be decided by those who are sufficiently in touch with more recent developments to appreciate their weight. In view of the testimony of our correspondents, a few unfortunate experiences with individuals ought not to lead a mission to conclude that special training is in itself undesirable. The subject should be made a matter of special study and report in many missions.

(b) On the basis of such study *policies should be framed in advance,* indicating the lines of development for the next few years, the staff and funds needed, and the precautions necessary in selecting, training, placing, and cooperating with new missionaries. These policies may well include recommendations as to the specific division of training between the period before sailing, the language school on the field, and the first furlough. Consultation with other missionary workers in the same territory is highly desirable.

(c) *Missions should discuss from time to time the types of special training most and least needed, reporting their conclusions to their home Boards.* On so important a matter a friendly consultation with other missions is worth while as a corrective of judgment.

(d) *When a position demanding special training is to be filled, a very clear statement should be sent to the Boards specifying what is wanted and the type of personal qualities and training likely to be most useful.* It is evident that misunderstandings have arisen in the past for lack of this.

(e) *Greater care should be taken in seeing that special work which has been approved is given adequate support.* Our correspondents mention frequent lack of sympathy for specialists on the part of other missionaries. It has been suggested that those with special training be often asked to read papers bearing on their specialties, so that others may understand what they are prepared to do, and may help them in making the most effective adjustment of their time and strength.

(f) *The mission should assist those who are to study on furlough with suggestions regarding the training needed.* They should then expect that the Boards at home will make such study possible.

(g) *Interdenominational cooperation in various forms of special work often makes for efficiency and is sometimes indispensable.* Many specialties can never find their greatest usefulness except by such cooperation. The matter should be pushed, both by interdenominational agencies on the field and by home Boards. There should be committees on the field to survey the work as a whole and to assist in placing specialized workers to the best advantage. Everything possible should be done to make available for the whole missionary body the skill of those who are prepared to do successful work along any special line. There should be frequent conferences of specialized workers in the same department from different missions.

5. *Constructive Suggestions for the Consideration of the Mission Boards of North America*

(a) *Boards must recognize clearly, both that demands for specialized training are increasing and that the supply available is more adequate than ever before.*

The Committee on Findings of the conference held in February, 1919, declared as follows:

"The progress of the mission enterprise has demonstrated that modern missionary efficiency demands that an increasing proportion of the missionaries sent to the foreign field shall have received, in addition to the all-round training required to make them capable general missionaries, a training fitting them for specific leadership. The educational, social and technical problems of the mission fields are growing in complexity and require the initiative and support of technically trained missionaries."

The methods of twenty years ago for dealing with candidates will not suffice today. Policies with regard to the use of special training may need to be revised both at home and on the field. The problem is an important one and deserves more attention than it has in most quarters received.

The findings also state: "In general we recommend that the problems relating to the discovery, training, placing, and growth of missionaries with specialized training be studied in a progressive spirit."

(b) *There should be a closer study of the needs of the various fields for special training.* Our correspondence would seem to indicate that at least in some countries those in control of the policies of the missions are not sufficiently in sympathy with special forms of work to give them the place they should have. As noted above, it sometimes requires special training in order to appreciate the need and opportunity for it.

The second recommendation of the Committee on Findings reads as follows:

"The first hindrance to this advance in missionary policy lies in the lack of scientific data for action. We would, therefore, recommend

that the social, industrial, educational or other needs of large mission areas be studied by careful surveys, so that intelligent measures may be taken to furnish the expert leadership required to meet these needs. These surveys should be made by bodies of representatives of the various forces on the field thoroughly qualified to interpret the facts. Such bodies should associate with themselves specialized experts who in many cases, and especially in such lines as industrial and agricultural training, may recognize opportunities which might not be obvious to others, and who can bring to bear the resources of the best experience of the West."

(c) It would undoubtedly make for increased efficiency if *policies should be mapped out for longer periods in advance.* The surveys recommended in the preceding paragraph will furnish an excellent basis for such action. While ideal arrangements may not be possible, there is unquestionably room for considerable improvement. Missions should be encouraged, not only to study their present needs, but to forecast those two, three, or more years in advance. At least some of the present misfits and blunders in professional service might be avoided, and volunteers can be more adequately prepared. Unless destinations can be foreseen more accurately a certain amount of the education of missionary candidates will be apt to be wide of the mark and much other useful training will be omitted. In some cases the waste involved in ignorance of final destination is very great. Moreover, strong workers might be attracted to missionary service by appeals for special training that they had received.

(d) *Essential qualifications must be required of all candidates* — just as strictly from specialized workers as from others. Every candidate should be required to give evidence of an earnest missionary spirit, of native ability, of power to apply his knowledge to the needs of life and to new situations, of a broad general training to supply perspective, of ability to get along with others, of sufficient religious knowledge and experience to be a force in the mission, and an understanding of and consecration to the great aims of the

missionary enterprise. The Findings Committee states: "We reaffirm the essential necessity of spiritual qualifications and the evangelistic motive and spirit in all missionaries." It also states: "The securing of the right sort of missionary with specialized training calls for a far closer study of the essential qualifications of those who offer themselves for missionary service." If these requirements are waived because a man is an expert along some line, we have no right to expect successful missionary work.

(e) *Candidate departments should be strengthened so as to permit a closer supervision of candidates.* The Findings Committee calls for: "A strengthening of the candidate departments of our home Boards, so that each candidate may be efficiently supervised and adequately tested, even during his college course, in regard to his response to the training he is undergoing." There should be more care than has been taken in the past in the guidance of candidates, since the problems that the missionary enterprise is coming to face are more difficult. Boards should come as fully as possible into contact with volunteers who are likely to offer their services later, and should see that they receive advice concerning their choice of studies all through their course. This will require a more technical knowledge of the situation today in American education than an administrative secretary usually possesses. Effort should be made to obtain it from some competent source. Regrettable failures on the field have evidently been due to neglect along these lines on the part of home Boards.

(f) *An effort should be made to assign candidates earlier to special positions.* The Findings Committee states: "[Specialized] training calls for an earlier appointment of candidates to their tasks and fields of service, so that their course of preparation may be adjusted as closely as possible to the actual needs of the field. The existing system of late appointment is particularly wasteful in the case of those who

require specialized training. Care should be taken not to sacrifice efficiency in this regard to considerations of administrative convenience or expense."

(g) *Financial assistance may need to be given to some candidates.* The statement of the Findings Committee is: "Such training may call for provision of financial assistance in the case of some candidates. This assistance should be rendered by the Boards, under proper safeguards, if without it candidates would be unable to obtain the type of training which they really need."

(h) *Greater care should be taken that the special training shall be both more thorough and better adapted to the situation on the field.*—We must send out no more missionaries who are "specialists only by courtesy." The Findings Committee suggests that: "Interdenominational committees of experts, assisted by missionaries on furlough, may wisely be organized in various North American districts to render efficient service in cooperation with the candidate departments of the various Boards in passing on the character of the specialized training of applicants and its adaptability to field conditions." At present Boards sometimes send out a man for agricultural work because he is something of a mechanic, or assign a man to teach chemistry because he has taken post-graduate work in physics, and employ for all sorts of specialized positions those whose only special training has been in theology. The committee suggested, if empowered to employ expert aid when needed, would render it reasonably certain that missionaries were not sent out for work which they would be considered unfitted to perform at home.

Personality and native ability are the supremely important qualities of missionaries, but they do not automatically supply special training. The more able a man is, the more his time is worth saving. Granted that our ablest missionaries would sooner or later master any task that confronted them on the field, we should give them any training they may need,

when and where it may be had most effectively and economically. This is in many cases at home before they sail or on furlough. We should do everything possible to afford them the most competent supervision and testing.

(i) *Mission Boards might make it a matter of policy to give assurance to candidates with special training that they will not be assigned to other forms of work without their consent,* in cases where individuals possess the type of disposition and the missionary spirit that does not refuse reasonable requests. A majority of our correspondents feel that such an assurance should be given, provided missionaries recognize that special emergencies constitute valid exceptions.

The testimony on question 12, on pages 53-55, should be consulted on this point. The judgment of the Findings Committee is as follows:

> "A crucial question raised by the discussions of missionary specialization is that of the ultimate authority and responsibility for the placing of missionaries on the field. In the case of the Boards with many missionaries in one mission area there seems to be a growing tendency to commit this responsibility to a representative council in that area. In any case, each Board should see to it that the candidates who have undergone careful training for specific departments of work are permitted without undue delay to enter upon such work, and that such specialists shall not be transferred to other departments of work without their consent, unless to meet an emergency. This will mean (1) a thorough understanding in advance, by the home Board, to avoid misfits, both of the abilities of the candidate and the needs of the department of work to which he is assigned, (2) the committing of much responsibility to a properly organized group in the field, (3) the recognition of the principle of cooperation on the field, permitting a flexible adjustment of a specially trained missionary to his task, and (4) a willingness among Boards and missions to make exchanges of such candidates and missionaries when the work requires it."

In the discussion of this resolution at the conference it was urged in objection that the majority in each mission

should rule and be able to make such transfers as it considered necessary; that transfers were often made for personal reasons where workers were misfits; that specialists are sometimes lacking in broad sympathy and in the spirit of sacrifice which makes them willing to accept a transfer; that change of work is sometimes beneficial to a missionary beyond his expectations, and that to permit exceptional treatment for those with special training would be to make them a privileged class. On the other hand, it was pointed out that the resolution expressly provided for cases of emergency; that Boards should demand from all their workers the missionary spirit which would lead them to sacrifice cheerfully in order to meet emergencies; that there was nothing in the resolution which prevented a change from one place to another in the same general line of activity; and that the ultimate aim was to secure a greater stability and efficiency in the work on the field by the assurance that years of special training would not be wasted by the inconsiderate exercise of the authority of the mission group.

While it is difficult to frame a recommendation that meets all possible objections, it was apparently felt that the above finding should be permitted to stand, with an emphasis on the need on the part of specialized workers of making sacrifices in cases of emergency. Boards unwilling to adopt this resolution should at least try to secure by other measures the results aimed at.

(j) *Mission Boards should be more willing to turn over to other Boards special types of trained men and women whose services they cannot use to advantage.* It is in most cases unfair, both to the worker and the work, to persuade a candidate to waste several years of special training and to undertake a task for which he has had no preparation whatever.

(k) *Further arrangements should be made for study during furlough.*—The question of supplementary study during furlough deserves more care than it has received. It is

necessary for three reasons: (1) because needs cannot be foreseen with sufficient accuracy before sailing; (2) because study undertaken after practical experience will be far more valuable and effective; (3) because it will be impossible for the missionary on the field to keep absolutely abreast of progress in the line of his specialty. These reasons should not be permitted to stand in the way of thorough preparation in the first place unless arrangements are made for a short term of service. In order to profit most by experience on the field it will be necessary to have a certain well-organized capital of knowledge and experience gained at home.

The Committee on Findings says:

> "In order to enable missionaries engaged in different forms of technical work to keep abreast of the progress that is being made in their professions, they should be encouraged to use at least their first furloughs in such further training as will qualify them to do their work most effectively. It is recommended that the Boards facilitate this in such ways as may be necessary, such as a longer furlough, shorter term of service, financial aid or freedom from long-continued deputation work."

The committee of the Board of Missionary Preparation appointed in 1914 to prepare a report on the helpful use of the missionary furlough noted as the evident order of relative importance in the estimation of the Boards, missionary objectives during furlough as follows: (1) health; (2) visits to relatives and friends; (3) deputation work; (4) spiritual stimulus; (5) study. The Committee recommended that the order should be accepted as follows: (1) health; (2) study; (3) spiritual stimulus; (4) visits to relatives and friends; (5) deputation work. This pamphlet, like all of those published by the Board of Missionary Preparation, received the approval of the Annual Conference of Foreign Mission Boards of North America. In spite of this a leading Board not long afterwards, in preparing a program for a conference with its missionaries on furlough, provided for the dis-

cussion of every other of these five topics except study, and gave the most space to deputation work. The incident is probably typical.

While the attitude of Boards is theoretically friendly to study during furlough, they not infrequently render it impossible, even when urgently needed, by demands for deputation work, and more often by failing to provide time and financial assistance. Missionaries who return in good health, who happen to live near educational institutions, whose financial circumstances are exceptionally favorable, or who are fortunate enough to secure scholarships, are able to study. Others, who may need such work even more, are unable to obtain it because they must spend most of their time in physical recuperation or because they have not the means to live where universities are situated. The matter is left very much to chance. Boards should pursue a more progressive policy and demand from missions or from carefully selected committees on the field recommendations as to how furloughs should be spent. They should supply the funds needed to carry out these recommendations in the interests of the work. The suggestion of a correspondent that there should be a minimum furlough of six months for all, to be extended for special reasons of health, study, or deputation work, is worthy of earnest consideration. Large flexibility should obtain in furlough regulations and measures should not be turned down altogether because they are not applicable to all, but discrimination should be used. Whatever enables the furlough better to fulfil its purpose of sending back missionaries more efficiently prepared for their work should be encouraged and supported. In some cases study might profitably be directed by correspondence, but most Boards have not on their staffs persons with the time and other qualifications to superintend such work.[1]

[1] The whole subject of the wise use of the missionary furlough received a thorough consideration at a conference held in December,

(1) When a vacancy in special work occurs on the field *a considerable interval frequently elapses before another qualified worker is provided.* None may be available in the mission and the Board at home may take a long time in securing a suitable substitute. A year in the language school may be added to the delay. For this reason a statement submitted to our correspondents contained the suggestion that it might be well for Boards to stock the language schools on the field with that proportion of specialized workers which seems most likely to be needed, and to let the missions, subject to their approval, draw directly on these schools for their needs. This suggestion drew forth little specific comment, the greater part of it unfavorable. If all those who explicitly endorsed the statement as a whole were added, it would have had a majority. One would infer that it was not generally regarded as an important issue. Later it may become more prominent.

It cannot be claimed that these recommendations are based on the unanimous support of our correspondents, but only that they represent the consensus of the majority. When we keep in mind that no reform, however desirable, has ever failed to call forth some dissent from persons of the highest ability and character, it is only to be expected that in a matter such as this we should have warnings and protests from some experienced and trusted missionaries. Absolute unanimity of opinion would signify that the subject discussed was a settled and dead issue. The consensus of opinion obtained by this investigation on some important subjects is probably as large as Boards and missions should expect to secure as a basis of new policies.

1919. Its report, published by the Board of Missionary Preparation, and the revised pamphlet on The Use of the Furlough, which will be available during 1920, cover these matters in detail.

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